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ABSTRACT

This guide was prepared by a researcher-consultant to help school administrators and teachers improve, redirect, and expand instructional programs preparing high school youth to enter and progress in distributive employment. It presents distributive education in its educational, social, and economic environment and is concerned with a broadly conceived program. Chapters cover: (1) environment for distributive education, its educational, social and economic responsibilities, (2) distributive education as a program, as it is affected by the 1968 Vocational Education Amendments, (3) areas of instruction in preparatory curriculums, and how they relate to each other and to the field of distribution, (4) methods to assure application to employment requirements in preparatory plans, (5) implications of levels of training opportunities, and (6) organizing and administering preparatory instruction in the high school. A bibliography and a glossary are appended. (GR)

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Distributive Education in the High School

A SUGGESTED GUIDE FOR ADMINISTRATORS
AND TEACHERS OF DISTRIBUTION AND MARKETING

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education

Robert H. Finch, *Secretary*
James E. Allen, Jr., *Assistant Secretary and Commissioner of Education*

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FOREWORD

This publication is designed to help school administrators and teachers to improve, redirect, and expand instructional programs preparing high school youth to enter and progress in distributive employment. It presents distributive education in its educational, social, and economic environment and is concerned with a broadly conceived program.

The Vocational Education Act of 1963 removed restrictions relating to Federal authorizations for distributive education, and the subsequent Vocational Education Amendments of 1968 have made it possible for vocational education to adapt its programs to meet the needs of students of differing abilities and for employment requirements. It has been estimated that over one-third of the labor force is engaged in distributive occupations and that opportunities for employment in sales and marketing activities will continue to grow. The distributive education program can bring these opportunities within the reach of many high school age youth.

This guide was prepared under contract with Virginia Commonwealth University, Richmond, Va., by Mrs. Kay B. Brown, Researcher and Consultant. The guide presents material that can be considered by administrators and teachers to meet local, State, and regional needs.

September 1969

LEON P. MINEAR, *Director*
Division of Vocational and
Technical Education

GRANT VENN
Associate Commissioner for Adult,
Vocational, and Library Programs

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TED BEST, *Assistant State Supervisor, Oklahoma*
DR. LEROY BUCKNER, *Teacher Educator, Florida Atlantic University*
M. J. DEBENNING, *State Supervisor, Oklahoma*
JAMES DORSEY, *Consultant, Connecticut*
MILDRED L. JACKSON, *State Supervisor, Georgia*
LESTER B. KESTERSON, *State Director, Missouri*
DR. PERRY MOCK, *Teacher Educator, Central Missouri State College*
DR. G. D. PALMER, *Teacher Educator, Montana State University*
KENNETH L. ROWE, *Teacher Educator, Arizona State University*
H. D. SHOTWELL, *State Supervisor, Kansas*
MRS. JOAN K. SMITH, *Assistant State Supervisor, North Carolina*
DAVID A. THOMPSON, *State Director, Texas*
REX C. TOOTHMAN, *State Supervisor, Florida*

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CHAPTER I

ENVIRONMENT FOR DISTRIBUTIVE EDUCATION

The distributive education program has its roots in both education and distribution. This environment encompasses distributive education as an educational service and as a service to marketing or distribution. Educational, social, and economic responsibilities are pointed out in a statement of the goals of distributive education:

1. To offer instruction in marketing and distribution.
2. To aid in improving the techniques of distribution.
3. To develop an understanding of the wide range of social and economic responsibilities which accompany the right to engage in distribution in a free, competitive society. (*1*)

The first and third goals pertain to distributive education as an educational service, and the second refers to its service to distribution.

Distributive Education as an Educational Service

INSTRUCTION IN MARKETING AND DISTRIBUTION

To offer instruction in marketing and distribution, the first goal, provides a special challenge today because of nonrestrictive provisions of recent national legislation which point the way to greatly increased enrollments. Now, youth and adults who are preparing to enter distributive employment may be trained in the distributive education program, as well as those already engaged in marketing and distribution.

The American Marketing Association defines marketing as: The performance of business activities directed toward and incident to the flow of goods and services from producer to consumer or user. (*2*)

Distribution is explained as follows:

> Distribution is the second step in a series of economic processes which bring goods and services from those who make them to those who use them. The making of such goods and services is called production. The use of the goods is called consumption. Distribution includes all methods by which goods are sent from producers to consumers. (*3*)

As evidenced by these definitions, it is possible to use the terms "marketing" and "distribution" synonymously. There has been disagreement among those engaged in or associated with this field concerning which term is preferred. Distribution is the basic term used in this publication, and marketing is, of course, a synonym for it. The phrase "distribution and marketing" appears in certain instances to indicate to proponents of both terms that the functions involved are the same, regardless of personal preference in terminology.

Abundant vocational opportunities are available for men and women in distributive occupations to carry out the functions of distribution. It is the educational responsibility of distributive education to prepare each student-trainee for the distributive occupation which he has selected as his job goal.

> A distributive occupation is generally accepted to be an occupation followed by proprietors, managers, or employees engaged primarily in the sales and sales-supporting functions of marketing, merchandising, and management. Distributive occupations are found in such areas of economic activity as retail and wholesale trade, finance, insurance, real estate, services and service trades, manufacturing, transportation, utilities and communications. (*4*)

This includes also those occupations in which there is a distributive function (selling, sales promotion, buying, operations, market research, management) or production industries where there are marketing activities. For example, a distributive function may be a partial factor in the total occupational activities which primarily involve production or trade skills. A plumber must have technical competency in the skills of his trade. At the same time, however, he is engaged in marketing his services. The owner of a barber or beauty establishment is concerned simultaneously with performing his production services and with merchandising these services.

A distributive education student has many choices available to him in selecting a job goal. His classroom instruction and vocational learning experiences will be directed toward the attainment of this occupational objective.

OCCUPATIONAL OBJECTIVE

Distributive education students are guided in the selection of their occupational objectives by the teacher-coordinator in cooperation with the guidance department in the particular school. A wide range of educational ability and achievement will be exhibited among those referred for training to qualify for employment in distributive occupations. This implies a wide range of occupational objectives which necessitates careful consideration of the student's aptitudes, interests, needs, and motivations in counseling with him.

Vocational decisions should be based on certain understandings about the field of distribution, described by Mary Marks, as follows:

1. Employability for successful performance in a distributive occupation depends upon the individual's ability to relate himself to people, to the profit motive and to products and services offered for sale by his employer. Manual skill requirements are negligible. Judgment skills are the key to employability. Judgment skills are developed individually out of attitudes of service to others, appreciations of customer needs, knowledge of product performance, and acceptance of the social and economic responsibility of free competitive enterprise.
2. In distribution the wage payment plan generally allows an individual to enjoy the security of a base pay while providing him the opportunity to earn according to his initiative and ability to produce dollar volume for the business. Jobs bearing similar titles provide a range of incomes to their holders. Variables, such as human relationships, pricing under a profit-system economy, personal motivation, the extent of customer services, product sophistication, the working of supply and demand, provide challenges and satisfactions enjoyed by those employed in marketing, merchandising, and management.
3. The level of entry jobs in the field of distribution differs according to the degree of individual responsibility and decisionmaking required of the applicant. There are many starting points. Some are satisfying in themselves as career jobs. Others are necessary stepping stones to the job objective to which preparatory training has been directed. Career development is inherent in each entry job. However, this does not mean an orderly progression through a specific sequence of steps in a procedure or operation. Movement within an organization may be horizontal or vertical since there is an interdependence of distributive activities within every business organization. The qualifications of an individual are measured in terms of his total occupational experiences, his social maturity, the breadth of his marketing techniques, and his specialization by product field. (*5*)

The handbook used by local and State school systems to identify subject matter areas serves as a basis for classifying students' distributive occupational objectives. (*6*) The taxonomy for distributive education consists of instructional programs which encompass the major types of business establishments in which distributive occupations are found, according to the definition of a distributive occupation. Programs of study are described by the type of activity in which these establishments are engaged; occupational goals, therefore, are similarly identified.

Reaching a final occupational choice generally develops from a series of decisions over a period of years. Each student in the distributive education program, however, should have an occupational objective toward which his classroom instruction is directed. For some students, completion of an instructional program will represent the preparation needed for their occupational objectives; for others, completion will represent a step towards a long-range goal which necessitates continuing education. Adjustments may be made in job goals as trainees become aware of new employment opportunities and as their knowledge of the employment field selected increases. (*7*)

AN UNDERSTANDING OF SOCIAL AND ECONOMIC RESPONSIBILITIES

To develop an understanding of the wide range of social and economic responsibilities which ac-

company the right to engage in distribution in a free, competitive society is the social goal of distributive education.(*8*) Leaders in distributive education have a social responsibility since society looks to education to play a major role in the solution of its problems and to meet the challenge of social and technological transformations occurring in these times. Virgil Ward summarizes these transformations as:

1. Upheavals among social, political, and technological arrangements across the face of the globe; among human beings themselves, accelerated population increases, often among those with least resources for the accommodation of human needs; marked shifts in the power balance among nations, new and old; racial and political unrest in unprecedented proportions; the emergence of urban problems peculiar to this century.
2. Mushrooming general technology, leading to hitherto unimaginable reaches in communication; yesterday's science fiction turned real in space-age mechanical feats; massive ribbons of concrete and steel spanning whole cities and connecting sprawling megalopolia.
3. Electronic developments leading to industrial production techniques and to research in chemical and biological sciences, all of which are causing material upgrading in human health and reopening questions about human potentiality.
4. Such massive innovations within human culture that increases in society are predictable as derivatives, rather than simple increases in efficiency, within established social objectives.(*9*)

Such revolutionary transformations have changed concepts of education's role in the community. It is no longer enough for education passively to respond to a need for service. The community wants educational leadership which is aggressive, flexible, imaginative, and involved with community problems. The public expects education to assist in the solution of social problems related to urban living and technological change resulting in high unemployment among minority groups, youth, and welfare recipients.

This new role for education has national significance also. In addressing the Southern California Distributive Education Conference, Miss Marks has stated that "the national well-being, socially and economically, is directly affected by the quality and quantity of educational opportunity provided by the States and localities for all the people."(*10*)

As an educational program, distributive education is actively involved in the community and maintains a leadership role in working with community groups, businessmen, civic associations, local governing bodies, and parents, as well as educators. Distributive education programs in cities can assist in alleviating urban problems by developing new educational opportunities and occupational guidance services for youth and adults not previously reached by vocational education. With expansion into rural areas, the program can assist in preparing rural youth for distributive employment in their home counties or in cities.

Distributive education's social goal of developing in students an understanding of social and economic responsibilities involves consideration of people-oriented problems in a changing environment. Change is inherent in the distributive process. Distributive personnel must be concerned with the varied motivations of potential customers. Their self-fulfillment, their tensions and leisure activities control what is offered for sale and what is purchased. Distributive education students learn to adapt to changes in people and processes as a qualifying factor for job success. Their understanding of social and economic responsibilities is reinforced through participation in activities of the Distributive Education Clubs of America.

Distributive Education as a Service to Distribution and Marketing

IMPROVING THE TECHNIQUES OF DISTRIBUTION

To aid in improving the techniques of distribution is the economic goal of distributive education. In remarks on distribution to the Governor's Conference on Education for Distribution at Indianapolis, Indiana, John Beaumont has stressed the fact that:

> Education has an economic responsibility to our society. Distributive education has an economic responsibility to our society, and this particular

responsibility is fulfilled by distributive educators in their realization that improved techniques in distribution are essential to our economic growth. Distributive educators recognize the place of change, and they use the findings of research and, in many instances, conduct research which involves finding new methods by which to provide our society with improved standards of living.(*11*)

Improved techniques are most readily acquired through well-qualified and well-trained managers, supervisors, and employees who are motivated to improve themselves and their facility in the use of these techniques. It is in this area that distributive education performs its most vital service for the field of distribution. The program prepares youth and adults for specific occupational opportunities according to the competencies needed in the occupation. It trains employed adults to upgrade and update distributive practices involved in their employment situations. In addition, teacher-coordinators are asked to confer with proprietors and managers concerning improvement of techniques. These teaching and counseling activities necessitate the research to which Beaumont refers.

The importance of continuing improvement in distributive techniques and distribution's need for well-qualified, well-trained personnel in ever-increasing numbers may be demonstrated by considering concepts of distribution in the economy, the outlook for employment in distributive occupations, and the factors of change affecting distribution in the next decade.

CONCEPTS OF DISTRIBUTION IN THE ECONOMY

Distribution is a symbol of competitive enterprise, a link between the process of production and consumption in our economic system. In a "free-private-enterprise" economic system, competition regulates business activities. If one business overprices its product or service, its customers turn to competitors with lower prices. This may cause a reduction in prices set by the original firm. The company which fails to improve its product or service will be overshadowed by competitors who conduct research for product or service improvement. The benefits of a competitive economy are outlined by Phillips and Duncan in *Marketing Principles and Practices* as:

1. Promoting the flow of new products and of product improvements
2. Offering consumers adequate choices and alternatives of both goods and services
3. Expanding output and consumption and, at the same time, keeping demand and output in balance
4. Passing on to customers the results of research in the form of lower prices or goods which offer better consumer satisfactions
5. Improving real wages, together with shorter hours and better working conditions
6. Providing opportunity for individuals to launch new enterprises and to make capital investments.(*12*)

These benefits focus on the consumer. It is his needs, wants, desires, preferences, beliefs, and habits which control the distributive process. They determine what products or services are offered for sale, the channels through which these move, the promotional techniques which are employed, and the prices that may be obtained. Improvement of the techniques of distribution increases efficiency of operation, resulting in reduced prices of goods and services for consumers. Improving the distributive techniques of an individual business enhances its competitive position and leads to increased sales, the creation of new jobs, and improved services to the trade area.

Distribution is a symbol of a higher standard of living in the economy. The effectiveness of the marketing process and the standard of living are so closely related that it has been said that "marketing is the delivery of a standard of living."(*13*) It is now more difficult to market goods and services than to produce them. If a distribution system could be devised to market at a profit all the goods and services which could be produced, these would increase greatly in volume, and the standard of living would rise substantially.(*14*) Improving the techniques of distribution is essential to the achievement of this long-range economic objective.

Distribution is a symbol of productive might in the economy in its relationship to gross national product and gross national income. This productive quality is not to be confused with the production of goods and services as evidenced by the following statement by Phillips and Duncan:

From the economist's point of view, those en-

gaged in marketing are producing just as are those engaged in manufacture or agriculture. In an economic sense, production is the creation of form, time, place, or possession utilities; the latter three are created by marketing—thereby leading some authorities to define marketing as the activities involved in creating these three kinds of utilities.(*15*)

A value-added concept has been applied to manufacturing for many years. It is now used in connection with the marketing process and emphasizes the contribution of distribution rather than its cost. For example, Phillips and Duncan say:

By emphasizing the fact that goods acquire additional value as they flow toward the consumer, thereby being available when, where, and how he wants them, this concept recognizes the economic productiveness of marketing activities.(*16*)

Gross national product is "the total market value of the output of consumer goods and services in the United States for any given period, usually a year."(*17*) It is dependent upon the process of distribution in that it includes the value added by all who are involved in this process, as well as the value added by those engaged in the creation of these goods and services. It represents the *final* prices paid by consumers.

The gross national income is "the total of all the income received in the distribution process."(*18*) Distribution, then, is "the system of control and exchange that combines the output of specialized producers into a national income and delivers the resultant level of living to consumers." It is "the set of activities that make possible (and in turn are made necessary by) the intricate division of labor that characterizes our economy."(*19*) Improving the techniques of distribution, therefore, contributes to the growth of gross national product, gross national income, and the labor force. It results in increased employment opportunities.

Distribution has become a symbol of this opportunity for employment. The outlook for employment in distributive occupations is optimistic.

OUTLOOK FOR EMPLOYMENT IN DISTRIBUTIVE OCCUPATIONS

The second largest number of workers are found in retail and wholesale trades, a growth area which has more than doubled during the past 25 years. Distributive occupations, especially in retailing, continue to provide entry employment opportunities for those qualifying at diverse levels of job competency. Two notable characteristics of the work force are the presence of increasingly larger numbers of young people and adult women. Women hold two out of every five jobs in sales occupations, and these are primarily in retailing.

The sales group, in general, is expected to rise by about 25 percent during the 10-year period ending in 1975. Greater than average increases, for example, were noted between 1950 and 1960 in the large occupations of real estate salesman, insurance agent, and manufacturer's salesman. Smaller sales occupations of demonstrators, stock and bond salesman, and house-to-house salesman also increased rapidly. Employment in finance, insurance, and real estate is expected to increase by 700,000 between 1965 and 1975. An 11 percent growth in job openings in the insurance field is anticipated by 1975, particularly for young salesmen to attract young married couples as customers. Additional sales positions in wholesaling, an increase of over 25 percent, are expected during the period of 1965-1975.

Proprietary and managerial positions, consisting mainly of owners of small enterprises and salaried officials, are increasing as fast as the total labor force. Although the number of independent businessmen declined during the postwar period, this trend is expected to level off in the years ahead.(*20*)

As individual incomes rise and the population spends more and more on all kinds of services, distributive occupations take on added importance. The factors of change affecting distribution in the next decade also will increase employment in distributive occupations.

FACTORS OF CHANGE AFFECTING DISTRIBUTION, 1965 TO 1975

There is an urgent need to encourage and stimulate consumer demand in the next decade in order to expand the sales of goods and services. Increased consumption, with the higher standard of living which it brings, is essential in order to provide job opportunities for those who will be available for employment in the next 10 years. Arno H. Johnson, Vice-president and Senior Economist, J.

Walter Thompson Company, New York, speaks of this pressing need in an analysis entitled *The Decade of Opportunity—1965 to 1975,* presented before The Rochester Advertisers at Rochester, N. Y.:

> We have an insistent pressure for economic growth—enough to provide 20 million more non-agricultural jobs in the United States by 1975 (from 66 million to 86 million). $245 billion additional sales to consumers (from $395 billion to $640 billion) will be needed to provide jobs for our larger, better educated, and more productive labor force—a labor force capable of producing a trillion dollar economy by 1975.(*21*)

Considerable selling and sales promotion effort is required to stimulate consumer demand and to expand markets for goods and services. This points to an increased need for capable, well-trained personnel in the distributive occupations of selling, advertising, display, public relations, and the management of these functions. If these efforts are successful, jobs will be available in manufacturing and in technical skills areas to meet the demand for additional goods and services. Opportunities in sales-supporting distributive occupations will expand to enable consumers to have these goods and services when and where they want them.

It is anticipated that economic growth and increased productivity in the next decade will cause individual incomes to rise substantially, giving millions of people more discretionary income to spend as they choose in improving their standard of living. It will be the responsibility of persons engaged in distributive occupations to motivate consumers to use intelligently their increased discretionary spending power. Johnson points out that this spending is not to be necessarily for luxuries:

> With a potential growth to over one trillion dollars of production in the next decade, which could provide an average income of $11,300 per household, many markets could more than double without excessive luxury or exceeding the present concepts and way of life of families who are now at the $10,000 income level.(22)

Related to the rise in income level is the movement upward in educational level of the population. With each step up in level of education, income generally becomes stepped up so that according to Johnson:

> Those with four years of high school enjoyed incomes 150% higher than those with less than eight years of elementary school. And where the man had received four or more years of college training incomes averaged 98% above those with only one to three years of high school.(*23*)

The better educated consumer will demand better educated distributive personnel to provide intelligent service in meeting his needs and desires.

The population will continue to expand during the next decade with a continuation in the trend toward increasing numbers of young people and persons over 65 years of age. The teenage market provides a continuing challenge to distribution in the next decade. Young adults, who are marrying at an early age and having many children, have been affecting and will continue to influence housing needs, food consumption, recreation, medical care, and other facets of family living. Goods and services related to leisure activities, health care needs, and housing facilities for retired people will receive increasing attention. There will be many employment opportunities in distributive occupations for well-trained personnel who can quickly adapt the techniques of distribution to different age groups.

Competition for the consumer dollar has been, and will continue to be, a growing factor in the economy during the next decade. The movement to suburban areas and revitalization of central-city retailing has created a revolution in distribution. Night openings, a general increase in shopping hours, and continued expansion of suburban stores mean that more and more workers at all levels of employment will be needed to staff them.

The economic goal of distribution—to aid in improving the techniques of distribution—will be particularly significant as individuals and businesses rise to the challenge of competition from all directions.

Summary

The environment of the distributive education program focuses attention on educational and social goals of an educational service and an economic goal implicit in the program's service to distribu-

tion and marketing. To offer instruction in distribution and marketing, the educational goal, involves preparation of the student for the distributive occupation which he has selected as his occupational objective. This necessitates vocational guidance based on understandings about the field of distribution. To develop an understanding of the wide range of social and economic responsibilities which accompany the right to engage in distribution in a free, competitive society is the social goal. Social and technological transformations have changed concepts of education's role in the community, and education is expected to play a major part in solving social problems. Distributive education as an educational service assists in the solution of these problems. To aid in improving the techniques of distribution is the economic goal. The multiplicity of changes affecting distribution and the growth rate in distributive employment underscore the need for continuing improvements in distributive techniques. Distributive education provides a most valuable service to the economy by providing well-qualified and well-trained personnel for distribution.

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CHAPTER II

DISTRIBUTIVE EDUCATION AS A PROGRAM

Distributive education is a program of vocational instruction. Its purpose is to qualify those enrolled for gainful employment in distributive occupations or in occupations in which a distributive function appears, according to their individual career goals. The program is broad in scope and flexible in design to achieve this objective.

New and expanded opportunities for the development of programs of training for the distributive occupations have resulted from the enactment of the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968. These opportunities relate to provisions assuring broader program availability and more flexibility in organizing instruction.

Implications for Distributive Education in Legislative Changes

VOCATIONAL EDUCATION LEGISLATION

Recent vocational education legislation removes previous restrictions which confined distributive education to (1) cooperative classes for inschool youth who had reached their 16th birthday, and (2) part-time or evening classes for employed adults. Program planning may now include all youth and adults for whom opportunities are reasonably available for distributive employment. High school students regardless of age may enroll. Training may now be provided to prepare adults to enter distributive employment, including those who wish to prepare for a vocation in distribution while still employed in another occupational area.

The legislation facilitates the organization of programs in rural areas and in other situations where the requirement of continuous employment has been difficult to meet. It encourages adjustments in traditional patterns of instruction in urban areas. Preparatory classes may use either project training or cooperative training experiences to achieve vocational application of instruction.

Cooperative training refers to on-the-job instruction and application on a regular part-time basis. Project training involves job-oriented individualized projects and may include some occupational experience. Both project and cooperative training are related to students' job goals and are types of participation activities. Participation activities focus on employment activities and decision-making situations typical of specific occupational objectives.

YOUTH WITH SPECIAL NEEDS

Until the Vocational Education Act of 1963 and the 1968 amendments, there was little opportunity for young people from culturally and economically disadvantaged homes or for the handicapped to secure job preparation for even the most limited basic jobs in distribution. Most of these youths were selected out because of program restrictions. Now they have several choices. They may enroll in cooperative training classes and receive remedial services or financial assistance to help them bridge the gap between their problem and their occupational goal. Or they may elect to enroll in classes utilizing project training until they feel better qualified for the regular cooperative training class. Others will enroll in a job-training program that has been especially developed for persons with similar handicaps or disadvantages.

Characteristics of the Program

As a program enrolling individuals who vary in ability, motivation, and job maturity, distributive education is designed to meet their different needs. The majority of students at any one level of training will probably progress at the same rate. However, some trainees may need a period of personal adjustment to the learning experiences essential to the completion of an occupational curriculum. Other persons may be able to accelerate their training, because of prior education or work experiences, and reach their occupational objective in less time than is generally required.

The distributive education program serves the diverse occupational objectives of those enrolled. To qualify for some types of employment only limited knowledge and skills may be required while for the others sophisticated abilities in performance

on the job must be achieved. Occupational objectives may be broadly tentative or specifically committed. They may have been chosen because they represent an opportunity for full-time employment or because upon completion of training such employment on a part-time schedule may safeguard another personal goal.

As a program, distributive education includes a variety of curriculums. Some curriculums lead to the achievement of competencies necessary for initial employment or entirely new occupational opportunities. Other courses are provided so that refresher, updating, and promotional goals may be attained by those already employed in a distributive occupational field.

As a program, distributive education also maintains continuous training opportunities. This means that an individual may qualify according to his capacity for vocational development and the maturation of his occupational objective. He may enroll immediately following completion of a course of study for further training in order to reach a different level of occupational qualifications before starting full-time employment. He, also, may undertake the employment for which he has become qualified before entering a new full-time curriculum. He may, on the other hand, wish to enhance his job potential by enrolling for part-time studies several times during his work life.

The program of distributive education, then, makes available a variety of curriculums to youth and adults so that they may attain the competencies needed for gainful employment in line with their distributive occupational objectives at whatever time they elect to enter or re-enter vocational training.

Structure of the Distributive Education Program

The program of distributive education is composed of preparatory instruction, in which students generally enroll on a full-time basis for job training or retraining, and supplementary instruction, in which employed adults upgrade their job competencies by part-time study appropriate to their needs.

Figure 1, The Distributive Education Program, shows curriculums for preparatory and supplementary instruction and where these are available. It refers to organizational plans for preparatory instruction, the cooperative plan, and the project plan, explained in Chapter VI and in this chapter following a description of curriculums for preparatory instruction.

PREPARATORY INSTRUCTION

Curriculums for preparatory instruction may be classified as basic job curriculums, career development job curriculums, and specialist job curriculums. Each of these corresponds to a level of employment responsibility and is identified with the degree of competency needed in specific distributive employment.

Curriculums for Preparatory Instruction

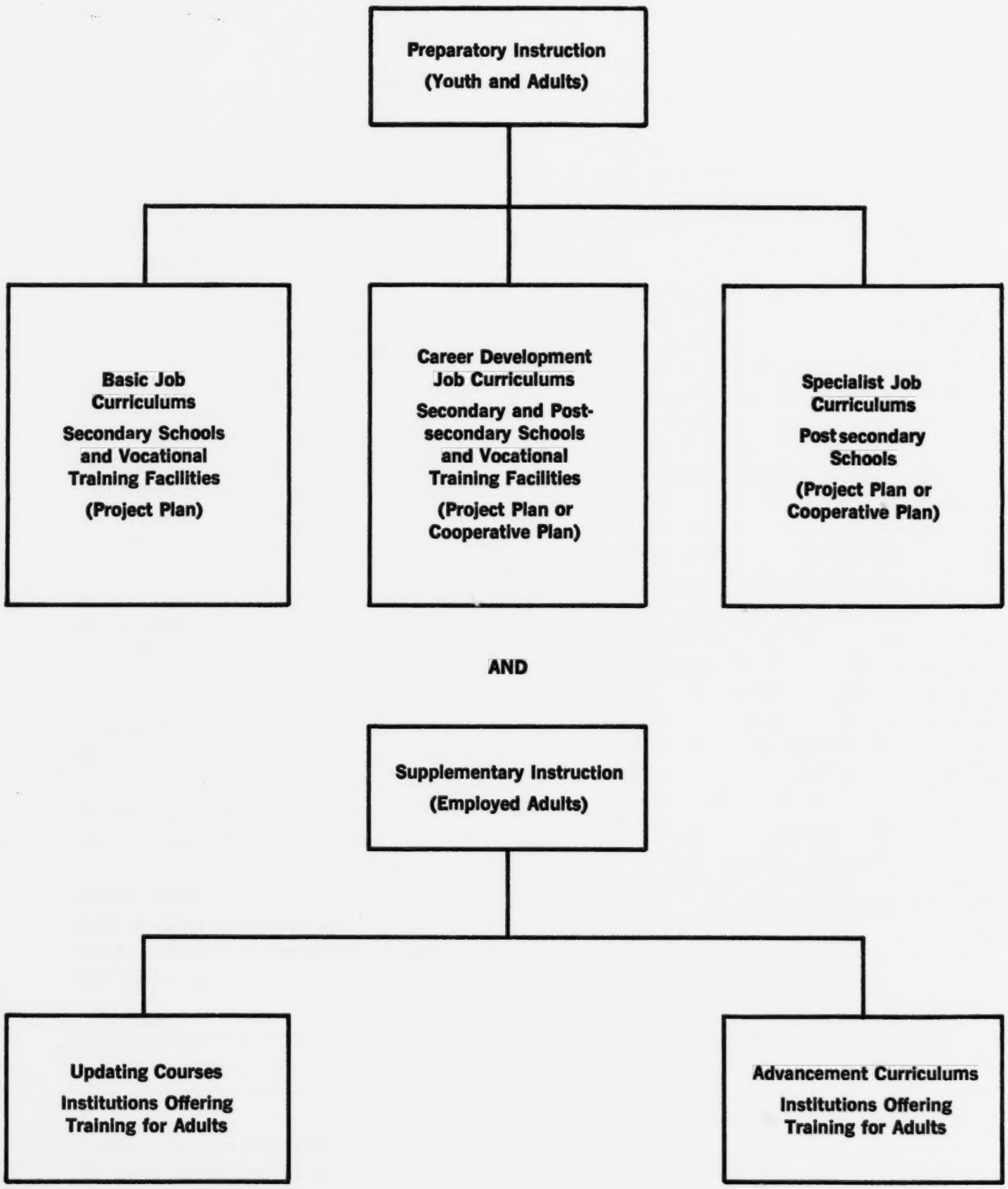
Basic job curriculums develop fundamental techniques in sales and sales-supporting services, essential marketing concepts, qualifying social competencies, and basic skills in computations and communications. These curriculums are available to prepare enrollees for threshold level distributive occupations, involving minimal, often routine, employment responsibility. Basic jobs exist in most establishments performing distributive functions although they are decreasing in number. Job duties, such as stock work, catalog sales, wrapping and packing, and delivery in retail and wholesale establishments; bagging groceries in a supermarket; and serving customers in a cafeteria or restaurant, are examples of basic level functions. Depending upon an individual's ability and motivation, a job at the basic level may be either the beginning of a career involving advancement and increased responsibility or a life's work performing less complex, but important duties.

Basic job curriculums usually utilize project training, including work experience, and are available in secondary schools and in vocational training facilities. The purposes of these curriculums are:

1. To prepare persons attending secondary schools for immediate employment following graduation in a specific distributive occupation at the basic job level.
2. To qualify persons attending secondary schools for enrollment in a career development job

FIGURE 1

THE DISTRIBUTIVE EDUCATION PROGRAM



curriculum in the secondary school or for postsecondary training in a career development or specialist job curriculum, frequently involving cooperative training.

3. To prepare adults available for full-time study to enter distributive employment in a specific occupation at the basic job level.
4. To qualify adults available for full-time study for enrollment in a career development job curriculum or a specialist job curriculum.
5. To prepare out-of-school youth and adults with socioeconomic handicaps for a specific distributive occupation at the basic job level.

Training for youth or adults who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular distributive education curriculums generally is organized as a type of basic job curriculum. This training may take place in the same school as regular job curriculums; may be offered during, before, or after school hours; or may begin in the regular session or during the summer months. When within the legal definition of public supervision and control, such programs may be taken out of the regular school facility and put into an environment more typical of distributive businesses or more convenient to those to be trained.

Career development job curriculums develop judgment skills in relation to the functions of marketing, merchandising, and management. They are designed to prepare students for those jobs which involve competencies and responsibilities beyond the basic job level but less advanced than those needed at the middle management level of employment in distribution. Examples of career development occupations are a salesperson in a big ticket department of a general merchandise retail establishment, a head of stock, a sales representative for a general line wholesale firm, a desk clerk in a hotel or motel, or an assistant in display or other sales promotion medium.

Career development job curriculums make use of both project and/or cooperative training and are located in secondary and postsecondary schools and in vocational training facilities. The objectives of these curriculums are:

1. To prepare students attending secondary schools for immediate employment following graduation in a career development level job, according to their individual distributive occupational goals.
2. To qualify students enrolled in a career development job curriculum in a secondary school for postsecondary training in a specialist job curriculum.
3. To prepare youth and adults attending classes in vocational training facilities or in postsecondary institutions either for immediate employment in a career development level job or for enrollment in a specialist job curriculum at a postsecondary school.

Specialist job curriculums emphasize specific functions, product areas, or service fields at mid-levels of employment responsibility. They are designed to prepare students for distributive specializations in functions, such as management or buying; in product areas, such as furniture and home furnishings, food, or petroleum; or in service fields, such as insurance or real estate. Mid-level competencies involve decisionmaking at a point of responsibility between that of top management and that of regular employees. A student in a specialist job curriculum, therefore, should have potential for subprofessional achievement either in a marketing function or a specific product or service area.

Specialist job curriculums utilize project and/or cooperative training and are available in postsecondary institutions. These curriculums prepare enrollees for distributive employment not requiring a baccalaureate degree.

The full implications for training opportunity at progressive levels of educational achievement provided by basic job curriculums and career development job curriculums are discussed in Chapter V.

Organizational Plans for Preparatory Instruction

For purposes of identification, preparatory instruction is organized following a cooperative plan or a project plan.

The cooperative plan includes a control class and a laboratory schedule for part-time employment, approved for training by the school. Thus, students are able to apply theory in practice and improve their employment qualifications by training on a job related to their distributive occupational objectives. The job sponsor, who is the employer or his training representative, and the teacher-coordinator seek to promote an harmonious relationship between learning experiences in the

classroom and those experiences student-trainees encounter on their regular part-time jobs. The cooperative plan of organization is especially appropriate when instruction prepares for career development and specialist job levels.

The project plan includes control classes supplemented by scheduled laboratory experiences. Time is provided for students to participate in a series of projects designed to bridge the gap between classroom theory and the practice of marketing functions found in their job goals. The teacher-coordinator uses resources in the school and business community to involve each student according to his need in activities simulating specific employment situations and in directed work experience. The project plan of organization is especially suitable for curriculums developing basic job level competencies. It also may be used to organize instruction leading to other distributive job levels.

Most State plans for vocational education encourage innovation and variations in the organization of distributive curriculums. Local planning will depend in many cases on the flexibility a school district is able to bring to the master schedule. One curriculum may be offered that organizes all classes or units of instruction under a cooperative plan. A parallel curriculum may follow the project plan throughout. A third may require a four-semester sequence of study in vocational distributive subjects but provide the cooperative or project plan only in the last two semesters.

In certain educational situations, for example, it may be advisable to develop an organizational pattern which combines both project and cooperative plans within a coordinated training program. The curriculum could be structured so that a group of students beginning their training in the project plan would progress at the same rate to a cooperative plan. Another possibility would be an arrangement permitting the transfer of project plan students to the cooperative plan according to individual readiness for regularly scheduled, part-time employment learning experiences.

SUPPLEMENTARY INSTRUCTION

Supplementary instruction in the distributive education program is available for those wishing to refresh and update competencies needed in their employment and for those seeking new and specialized competencies necessary to continuing employment or promotional opportunities. Such training is offered in updating courses and in advancement curriculums for employed adults, who usually attend day or evening classes on a part-time schedule.

Updating Courses

Updating courses emphasize current practices in the employment situation of enrollees. These may be part of an advancement curriculum but usually are more limited in purpose. The units of instruction are of a length appropriate to part-time study.

Advancement Curriculums

Advancement curriculums are planned for long-range development of employed adults. These curriculums emphasize those functions of marketing and management that enrich current employment qualifications or are necessary to qualify for a specific promotional opportunity. These curriculums are broken into a series of short units so that attendance may be adjusted according to individual employment schedules.

Summary

An individual who has learning ability and the desire to reach an employment objective in distribution has open to him a variety of beginning and stopping points in the program of vocational distributive education. The characteristics and structure of the program provide breadth and flexibility designed to serve youth and adults at different stages of their work lives. Eligibility for training is based on the nature and firmness of an occupational goal, plus capacity and motivation to profit from instruction.

CHAPTER III

AREAS OF INSTRUCTION IN PREPARATORY CURRICULUMS

The substance of preparatory curriculums is identified with the competencies universally needed in distributive employment. The subject matter is divided, therefore, into areas of instruction which correspond to these competencies. The areas of instruction vary in emphases, depending upon such factors as the job level for which a curriculum is designed and the students' occupational objectives. They are always taught, however, in relation to one another and to the field of distribution.

The subject matter of the instructional areas progresses in depth and complexity from basic job curriculums to career development job curriculums, to specialist job curriculums. A student in a secondary school who completes a basic job curriculum, for example, and decides to enter a career development job curriculum in the same school may study the same areas of intruction; however, the subject matter becomes more complex to prepare him for the more advanced job level.

These areas apply to both cooperative and project training. In cooperative training, classroom instruction is coordinated with a series of on-the-job learning experiences related to each student's occupational objective. The subject matter in this plan is taught, therefore, in relation to those learning experiences which students encounter on their regular part-time jobs. Project training coordinates classroom instruction with a series of individually selected learning experiences or projects related to each student's occupational objective. The areas of instruction in this plan are presented, therefore, in relation to school-directed participation experiences, including work experience.

How instructional areas are applied to a particular curriculum depends upon such factors as students' job goals, the purpose of the curriculum, where the curriculum is available, the method of instruction, and the sequence of training available in a school or community. These factors suggest the following principles for development of a preparatory curriculum for high school students:

1. Identifying the curriculum with the trainees' readiness and occupational objectives.
2. Planning the curriculum so that the proportion of time devoted to the various areas of instruction is related to the competencies required for the particular job level—basic jobs or career development jobs.
3. Making the curriculum consistent with the type of school in which it is located—comprehensive, area, or technical high school.
4. Adapting the curriculum to the particular instructional method that assures vocationally directed learning experiences for those enrolled —cooperative method or project method.
5. Planning the curriculum in relation to the sequence of job preparation available to students in the school, community, area, or State so that there is articulation with advanced curriculums.

The Major Instructional Areas

Five major categories of instruction are included in each curriculum in order to develop competencies in the following areas: 1) marketing, 2) product or service technology, 3) social skills, 4) basic skills, and 5) distribution in the economy.

MARKETING

Marketing as an area of study is the discipline of distribution. It is the body of knowledge common to all distributive occupations found in the standard industrial classification groups. The functions and study areas related to this competency are selling, sales promotion, buying, operations, market research, and management.

In remarks to the 1963 National Clinic on Distributive Education, Edwin L. Nelson pointed out that:

> One engaged in distribution has demonstrated accomplishment in the performance of one or more of the functions of distribution which are, in summarized form: selling, sales promotion, buying, operations, market research, and management. While the immediate job responsibility is generally centered on one of these functions, an accomplished worker has understandings and

appreciations of all the functions operating within the business enterprise. Out of these functions and supplemental understandings about distribution come the body of knowledge which we call the discipline of distribution.(*1*)

Selling

Selling is a dominant function because "the sale" is the culminating activity toward which all other marketing activities are directed. Without sales, there would be no incentive to create and improve products or services. To be effective, selling must employ desirable techniques and incorporate a high sense of service to those who buy. These factors apply to the sale of both tangible and intangible products and services and to all types of selling—retail, wholesale, service, industrial, direct, and export. A study of selling is concerned with communicating facts, influencing buying decisions, and providing required services.

Sales Promotion

Stimulating the demand for goods and services is a function of distribution. Mass production succeeds in relation to the mass markets created by sales promotion at various stages of distribution. Even the smallest of enterprises, whether it offers a product or a service, must use some promotional means to reach potential customers. Each sales promotion activity, regardless of how simple or complex, must establish a favorable image for the product or service if the public is to continue purchasing. The study of sales promotion includes all aspects of advertising.

Buying

One of the functions of distribution is to secure for resale either goods or raw materials for making goods. In such transactions, one person does the selling, the other the buying. Procedures for buying vary according to the method a seller chooses to put his products or raw materials into distribution. A buyer strives to balance supply (the items bought) with demand (items needed or wanted in a market area). A study of buying involves planning for this activity and obtaining and controlling manufactured goods or raw materials for resale or processing.

Operations

One of the functions of distribution is supporting directly the selling and buying functions. Many activities exist for this purpose. Even though all of these activities serve the same purpose, each can be identified separately for the purpose of accountability in achieving profitable conduct of a business. Arrangements must be made for transporting goods to the place of business; goods must be stored and prepared for sale; arrangements must be made for extending or obtaining credit; purchases of equipment and supplies must be made; and customer services must be identified and implemented. Indirect activities, such as work associated with secretarial services, recordkeeping, maintenance, and repair, are not identified as marketing functions. A study of operations centers on product handling; protection; customer services; purchasing of supplies; and utilization of equipment, supplies, and services.

Market Research

Another function of distribution is investigating the market environment in which the sale of goods or services takes place. Without some form of market analysis, it would be difficult for an enterprise to put into play the other functions of distribution profitably. The more deliberate this investigation, the more effective are the adjustments that are made for the sale of goods and services. The study of market research begins with developing an awareness of where improvements can be made, followed by learning to identify and analyze problems. Advanced instruction in market research stresses the ability to interpret and apply research findings to distributive employment. This may lead to the creation of new markets and changes in policies and procedures designed to improve the techniques of distribution.

Management

Managing men, money, and markets available for merchandising goods and services is also a function of distribution. The management function is concerned with the factors of who, what, when, why, and how. Management decisions are made prior to, concurrent with, and subsequent to the performance of all the functions of distribution. No matter how small an enterprise may be, policies first must be formulated and then implemented and evaluated. The larger the enterprise, the greater the delegation of the various facets of the manage-

ment function.

Instruction in management includes policies, organization, personnel, and financing. Policies are developed to guide distributive personnel in the performance of their job duties and to implement the organization's objectives. The organization process involves establishing relationships among marketing functions, personnel, and physical factors so that management's plans may be carried out.(*2*) Personnel is concerned with the planning of a personnel program, employment procedures, compensation, training, and the maintenance of employee welfare.(*3*) Supervisory techniques to promote harmonious employee relationships are included in the social skills area of instruction. Financial management in marketing includes activities such as obtaining capital for short and long term needs, extending and using credit, leasing facilities for the sale of products and services, and renting services.

PRODUCT OR SERVICE TECHNOLOGY

As an area of instruction, the product or service technology is concerned with studying the product or service characteristics around which the individual occupational objective is based. The product or service is the agent which unites economic production, distribution, and consumption. Production will create the product or service; distribution will move that product or service into the channels of trade in order to generate economic value for the efforts of production and the creation of services requiring trained personal skills. Consumption will use the product or service. Product or service technology relates to social skills, basic skills, and distribution in the economy, as well as marketing. Proficiency in social and basic skills enables the worker to use his product or service knowledge and the techniques effectively. Economic understandings serve as bases for decisions concerning specific products and services.

The relationship of competency in product or service technology to other competencies and its importance in distributive employment has been emphasized in the following comments:

> One engaged in distribution is intimately associated with a specialty, typically a product or service. The degree of success is dependent upon the knowledge he possesses of this specialty which, in view of the growing complexity of products and services being produced in the economy, we may refer to as his technology. A functioning knowledge of this technology, whether it be furniture, insurance, fabrics, automobiles, petroleum, or data processing, becomes the focal point upon which other knowledges and skills are applied.(*4*)

Product Knowledge and Techniques

A product has a physical, tangible existence for which the ownership rights and privileges are transferred through the marketing process. There are special techniques or skills needed in handling or presenting most products. A shoe salesman, for example, must master the special technique of fitting shoes; a fashion coordinator in a store should be accomplished in planning, coordinating, and moderating a fashion show. In addition to such special techniques, a study of the product may focus on manufacturing processes, characteristics, advantages and disadvantages, care of the product, cautions in its use, and related products.

Service Knowledge and Techniques

A service has an intangible existence and is performed in relation to something tangible. A service exists in the marketing process for the period of time required to effect a predetermined goal or benefit. The service itself is not transmitted from a seller to a buyer as in the case of a product. There is usually evidence that the service has been performed, however. A receipt for rental of a hotel room, an airline ticket, and the improved condition of a repaired item are examples of this. Special techniques are needed to perform various personal and business services, such as laundry and dry cleaning, rental, barber and beauty services, advertising, management consultation, insurance, transportation, and bearing risks. Special techniques required, for example, in advertising services are layout, copywriting, and the mechanics of production. A study of service technology may be concerned with characteristics of the service, its duration and scope, terminology associated with the service, and benefits resulting from the service, as well as special techniques involved.

SOCIAL SKILLS

Achieving competency in social skills involves

personal attributes, attitudes, and standards of service needed for distributive occupations. "Skill," as used here, does not refer to manipulative or manual dexterity but is a comprehensive term representing personal effectiveness in relation to customers, to the business, to employees, and to job activities. This area of study includes business social skills, ethics, human relations, and supervisory skills and leadership.

Reference to the need for competency in social skills has been made in the statement that:

> One engaged in distribution has a set of personal characteristics which are vocationally relevant. Distribution is characterized as being people-oriented, not machine-oriented, and as such human relationships are of paramount importance. Personal appearance, traits, attitudes add up to this social competency which becomes a qualifying factor in employment.(*5*)

Business Social Skills

Business social skills focus on those personal attributes which make an individual employable, help him to succeed in the job, and enable him to advance to his ultimate occupational objective. In the field of distribution, advancement to a job goal is related significantly to the attainment of business social skills. Instruction in these may include such topics as good grooming, the maintenance of good health, appropriate business dress and developing a suitable wardrobe, personality development, techniques of applying for a job—the application and the interview, making introductions, and proper conduct at business social functions. Instruction is adapted to individual needs in relation to an occupational objective and the product or service which this entails. Activities of the Distributive Education Clubs of America provide many opportunities for students to practice and to apply these business social skills.

Ethics

Ethics is founded on psychology and involves "what is right and what is wrong, according to circumstances, conditions, natural powers, and obligations."(*6*) The study of ethics underscores integrity, confidence, and respect as social skills essential to success in all distributive occupations. Although the primary emphasis is on ethical conduct at all levels of employment in distribution and marketing, there should also be a transfer to situations other than those encountered on the job. Case problems, in which the person in the case must make a decision involving moral considerations, frequently facilitate the learning of business ethics.

Human Relations

The term "human relations" may be considered from the viewpoint of the manager, or the supervisor as his representative, or from the viewpoint of the employee. Regardless of an individual's occupational objective, however, and no matter what the job level or the technology may be, inevitably skill in human relations will be needed. Keith Davis describes this skill as:

> The integration of people into a work situation in a way that motivates them to work together productively, cooperatively, and with economic, psychological, and social satisfaction.

From the employee's viewpoint, skill in human relations reveals itself in the ability to perform job duties cooperatively and productively within the framework of interpersonal associations with customers, co-workers, supervisors, and management. The study of human relations may involve such topics as the importance of getting along with others; effective relations with customers, employees, supervisors, and management; understanding human needs; and the process of adjusting to different people and conditions.

Supervisory Skills and Leadership

Supervision is "the function of ensuring that action is actually taking place in accordance with plans and orders," according to Edwin Flippo.(*7*) The supervisor serves as a liaison between management and employees and strives to achieve management's objectives through his guidance and direction of the employees for whom he is responsible. He also communicates to management the development and needs of employees. Leadership is quite similar to supervision. An individual may be in a leadership role in a distributive occupation, however, without having personnel directly under his supervision. He frequently is expected to lead others but does not have supervisory authority over those he leads. A separate unit of instruction may be devoted to leadership, including such topics as characteristics of a leader, developing

leadership traits, being a good follower, committee work, leading discussions, and parliamentary procedure. A study of supervision may be concerned with how to supervise, how to train, how to interview, and how to conduct meetings.

BASIC SKILLS

Basic skills as an area of instruction includes applying mathematical processes and the communication skills of reading, listening, speaking, and writing. Using mathematics may involve units of study in elementary computations and mathematics directly related to distribution, such as formulas to compute selling price, cost, and markup. Study in communications focuses on correct and effective speech and business report writing. Instruction in basic skills begins with developing accuracy in arithmetic, reading, speaking, listening, and writing, and advances to the goal of refining these skills to the point that students acquire facility in their use and are able to interpret records and reports.

This area of instruction, then, is the application and refinement of skills taught in general education in relation to the practices, terminology, and requirements of specific areas of employment in distribution and marketing. The need for competency in basic skills in distributive employment has been summarized by Nelson:

> One engaged in distribution makes constant application of the basic skills of communications and mathematics to his employment situation. The whole field of distribution revolves around communications. This fact places a premium on one's facility with these tool subjects as a basis for employment in distribution.(*8*)

DISTRIBUTION IN THE ECONOMY

Related to all other areas of instruction and to all competencies needed in distributive employment are certain economic understandings. These understandings facilitate the distributive process by serving as bases for management decisions and by enabling employees to comprehend the reasons for certain processes and procedures. A study of distribution in the economy should promote understanding of economic concepts, such as gross national product (GNP); the role of the local, State, and Federal government in marketing; the functions of distribution as contributing factors in the economy; and the effect of distribution upon individuals in the labor force. This area of instruction also includes channels of distribution, job opportunities in distribution, and distribution in a free enterprise system.

Channels of Distribution

A channel of distribution has been described as follows:

> A channel of distribution, also known as a "trade channel," consists of middlemen and any other buyers or sellers involved in the process of moving goods from producers to consumers. It refers to the course taken by a product in its journey from producer to consumer.(*9*)

A study of the channels of distribution concentrates on the economics of moving goods from (1) producer directly to consumer or user, (2) producer to retailer to consumer, (3) producer to wholesaler to industrial user, (4) producer to wholesaler to retailer to consumer, and (5) producer to agent to wholesaler to retailer to consumer.(*10*) These may be compared to the channels used to distribute the product or service identified with students' occupational objectives. A study of channels of distribution should include the trade-channel policies followed by sellers and the reasons for these policies.

Job Opportunities in Distribution

An understanding of the scope of job opportunities available in distribution enables students to refine their own job goals and to appreciate the various relationships among distributive occupations. It assists in preparing future workers for the rapid changes occurring in distributive employment, frequently necessitating several periods of retraining in an individual's work life and the transfer of his abilities and acquired skills to new and different jobs. The nature of certain products and services also may require changes in employment and movement to different localities. Students should be made aware of all these factors in studying job opportunities in distribution. A classification system, such as the standard industrial classification, is helpful in presenting the wide range of jobs in distribution. Such topics as personal and educational qualifications needed, the availability of training for the particular occupa-

tion, competencies required, promotional opportunities, and advantages and disadvantages should be discussed in relation to each major type of distributive job presented.

Distribution in a Free Enterprise System

Appropriate instructional objectives for a study of distribution in a free enterprise system have been set forth as follows in an experimental course outline entitled "The Importance of Distribution in America":

- To show that the private enterprise system in America is based on the importance of the individual and his freedom and opportunity to do what he will with his life work
- To introduce the student to the wide variety of activities embraced by American business and where distribution fits as a part of these activities
- To show the student what activities take place within the field of distribution
- To show the student that everything we use and all of our physical surroundings have been provided by the distribution of goods and services
- To introduce the student to our method of measuring the value of all our output—our gross national product
- To show the student how goods and services are classified for the purpose of measuring how much business we do in our country.(*11*)

A study of distribution in a free enterprise system also includes the economics of profits and their effect upon the individual worker and the differences among competitive enterprise, a socialistic, and a communistic society. Emphasis should be placed on the role of distribution in each system, and the student should be able to draw comparisons between the systems. This may lead to the topic of trends in distribution which can be presented from a national or international standpoint.

Figure 2 is an outline of instruction in preparatory curriculums which shows the major instructional areas and the subject matter related to each.

FIGURE 2

OUTLINE OF AREAS OF INSTRUCTION IN PREPARATORY CURRICULUMS

A. Marketing
1. Selling
2. Sales Promotion
3. Buying
4. Operations
5. Market Research
6. Management

B. Product or Service Technology
1. Product Knowledge and Techniques
2. Service Knowledge and Techniques

C. Social Skills
1. Business Social Skills
2. Ethics
3. Human Relations
4. Supervisory Skills and Leadership

D. Basic Skills
1. Application of Mathematics
2. Application of Communications

E. Distribution in the Economy
1. Channels of Distribution
2. Job Opportunities in Distribution
3. Distribution in a Free Enterprise System

Interrelationship of Areas of Instruction

Competencies are always developed in relation to one another. Marketing with its distributive functions of selling, sales promotion, buying, operations, market research, and management is the discipline of distribution. Marketing is the nucleus of the curriculum around which the other areas of instruction are grouped.

The product or service is the focal point in the performance of the distributive functions, such as selling. The technology of a distributive occupation would be studied in relation to each of the marketing functions.

Social skills are related to marketing and product or service technology in that proficiency in personal attributes, attitudes, and standards of service facilitates the performance of the distributive functions. It enables the worker to use his product or service knowledge and techniques effectively.

Basic skills relate to marketing, product or service technology, and social skills in that one engaged in distribution must make constant application of the basic skills of communications and mathematics. These skills are essential in performing the distributive functions, in using product or service knowledge and techniques, and in applying the social skills.

Distribution in the economy relates to marketing, product or service technology, and social and basic skills because economic understandings stimulate decisionmaking and motivation for distributive personnel. To achieve economic objectives, the worker should be motivated to improve his social and basic skills. These skills, together with economic understandings, help him to carry out the distributive functions included in the marketing area of instruction and to apply product or service knowledge and techniques.

Because of these interrelationships, any one unit of instruction in a curriculum necessarily is concerned with the development of competencies other than those of its area of concentration. A unit on selling, for example, inevitably is involved with product or service knowledge and techniques, with ethics and human relations as social skills, with the basic skills of effective speech and the mathematics of selling cost, with economic understandings related to disposable income and the role of selling in the marketing process, and with all other functions in the marketing area of instruction.

Figure 3 illustrates the interrelationship of the areas of instruction. Marketing, the discipline, as the nucleus of the curriculum is encircled throughout with a solid line. Dotted lines represent integration of instructional areas in a curriculum. This integration is realistic in terms of relating instruction to the interdependent competencies needed in distributive employment.

Adaptation of Instructional Areas to State and Local Programs

The specific treatment of the areas of instruction which have been described will be determined by students' occupational objectives, their special needs, and by the instructional environment in individual States and localities. Units of instruction will vary in number, subject matter, topics, sequence, and relative position in the organization of the curriculum. These may be organized or adapted in any way which best meets the needs of individuals enrolled and the nature and scope of local job opportunities in distribution.

The following are primary considerations in State distributive education programs where new units of instruction are being developed and curriculum offerings reorganized:

1. Adapt areas of instruction to the entire organized curriculum plan.
2. Design units of instruction for specific job levels.
3. Meet students' varied occupational objectives by providing flexible units of instruction.
4. Design units of instruction for cooperative or project method.
5. Design instructional units so that there is articulation from basic job curriculums, to career development job curriculums, on to specialist job curriculums.

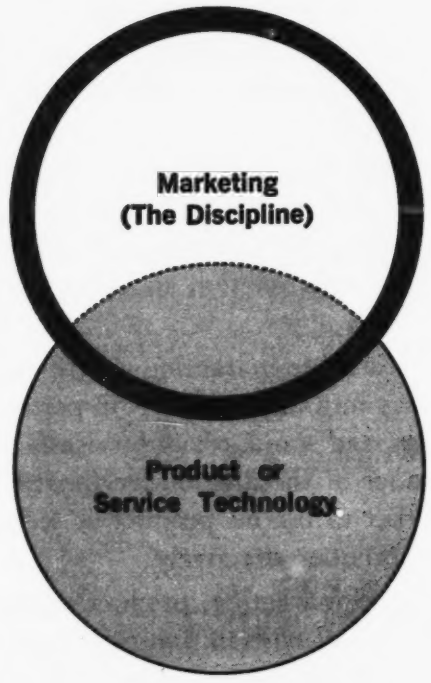
Adaptation of Areas of Instruction to Levels of Preparation

Preparatory curriculums should be planned so that the proportion of time devoted to the study

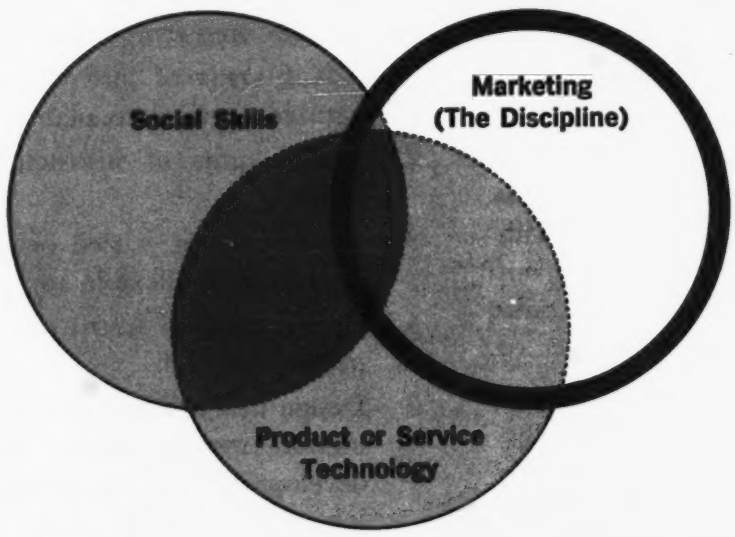
FIGURE 3

AREAS OF INSTRUCTION AND THEIR INTERRELATIONSHIPS

Marketing, the discipline, is the specialized subject matter unique to vocational instruction in distribution and marketing. It is the body of knowledge common to all distributive occupations.



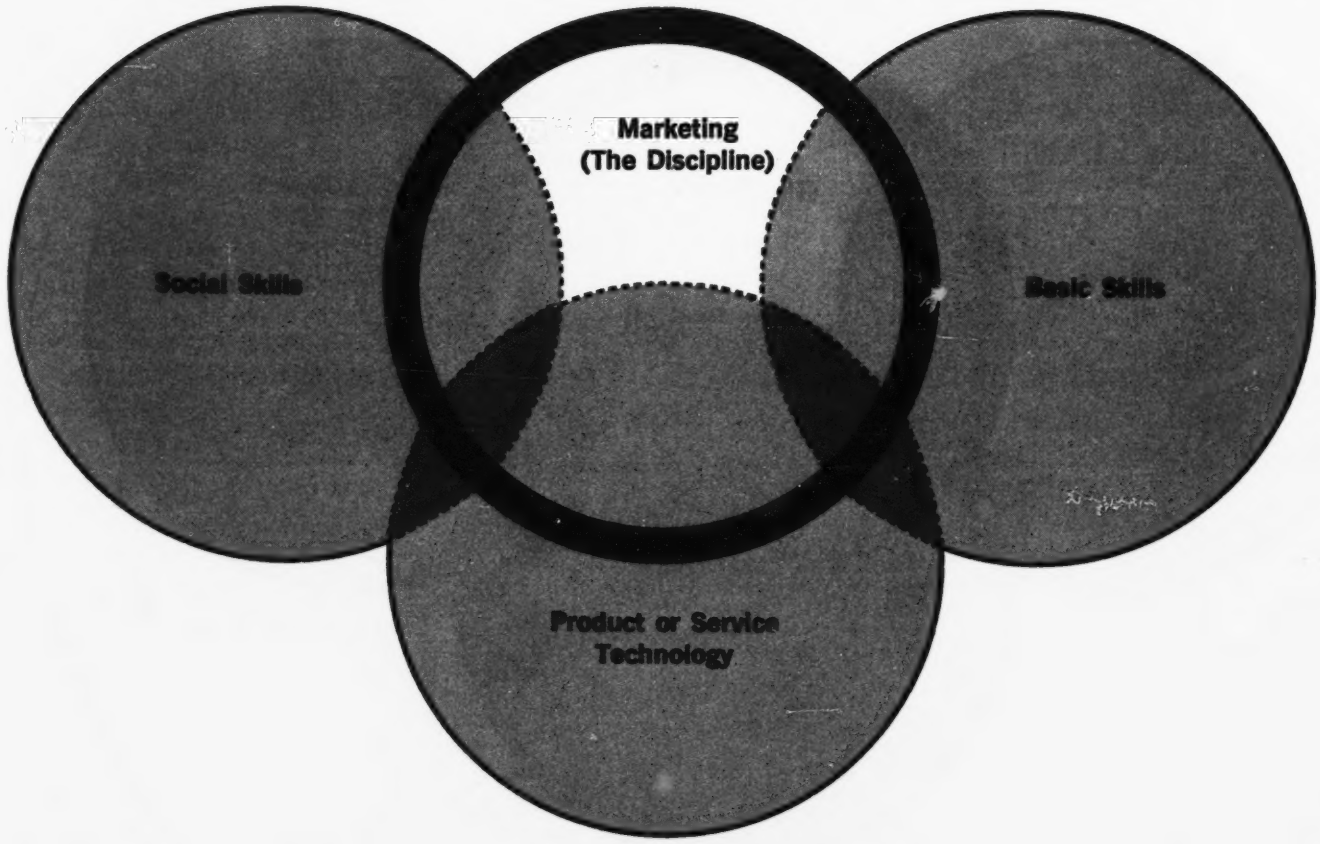
Product or service technology relates to the discipline in that the focal point in the performance of the distributive functions is the product or service.



Social skills relate to the discipline and to product or service technology in that proficiency in personal attributes, attitudes, and standards of service facilitates the performance of the distributive functions and enables the worker to use his product or service knowledge and techniques effectively.

FIGURE 3

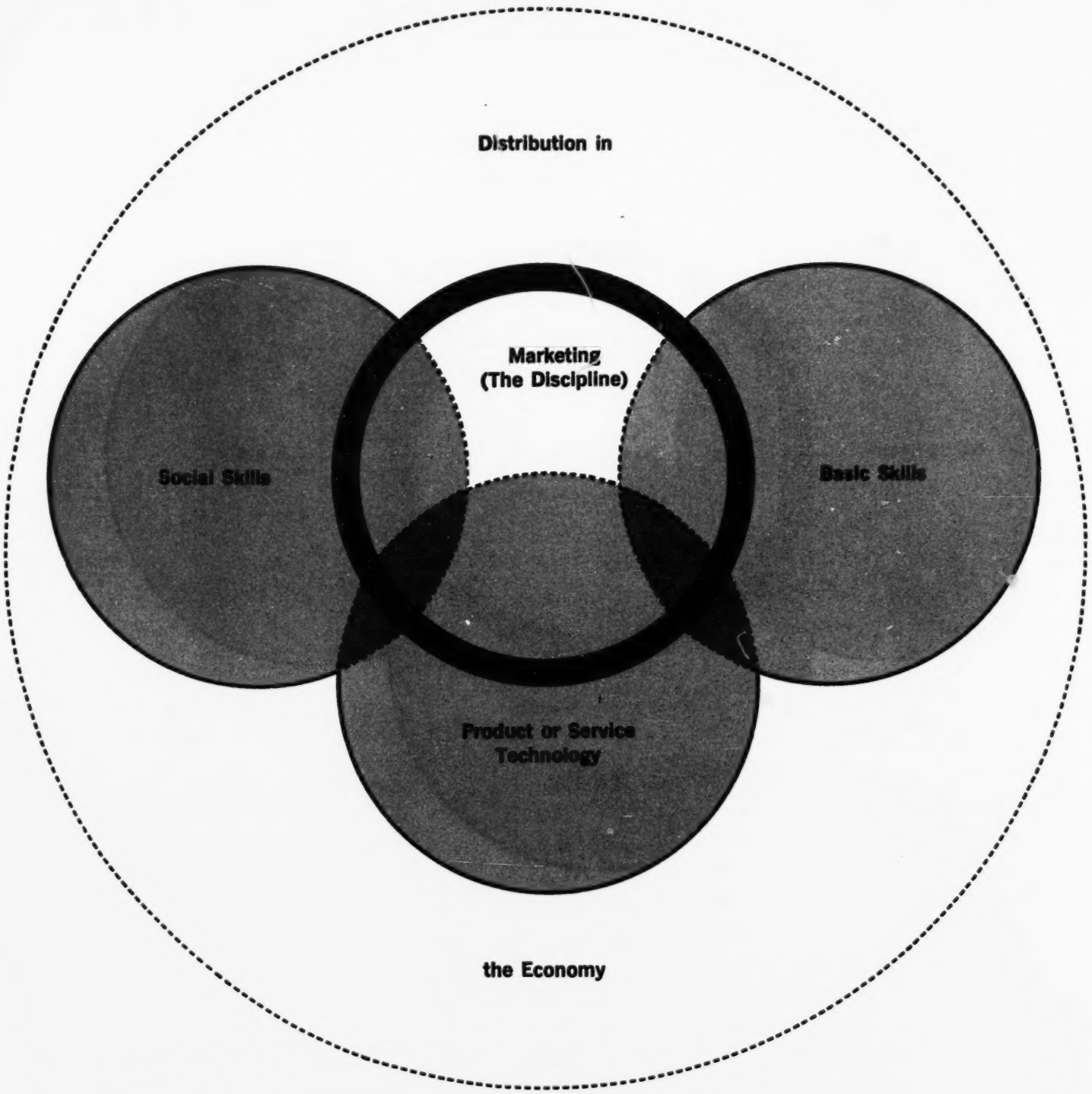
AREAS OF INSTRUCTION AND THEIR INTERRELATIONSHIPS—(Continued)



Basic skills relate to the discipline, product or service technology, and social skills in that one engaged in distribution must make constant application of the basic skills of communications and mathematics in performing the marketing functions, in using product or service knowledge and techniques, and in demonstrating proficiency in social skills.

FIGURE 3

AREAS OF INSTRUCTION AND THEIR INTERRELATIONSHIPS—(Continued)



Distribution in the economy relates to the discipline, product or service technology, social skills, and basic skills in that economic understandings serve as bases for decisions concerning distributive functions and the product or service, and these understandings provide motivation for the worker to apply his social and basic skills.

of an area of instruction is commensurate with the competencies required at the job level for which the curriculum is designed. The relative importance of each instructional area depends upon the special needs and occupational objectives of the students enrolled in the particular curriculum. Variation in emphasis is essential for different curriculums at each level of preparation.

Basic job curriculums emphasize the fundamental techniques of the selling and operations functions found in teaching marketing. Students enrolled in these curriculums also need concentrated instruction in social and basic skills. Because they are refining their occupational goals and beginning to learn about the field of distribution, a substantial part of the curriculum may be spent in learning about job opportunities in distribution and distributive activities in a free enterprise system. The product or service technology area generally is subordinate in basic job curriculums because the nature of basic jobs does not require detailed product or service knowledge. The emphasis at this level of preparation is product or service techniques, such as proper handling of the product in doing stock work.

Marketing instruction for career development job curriculums concentrates on the functions of selling, sales promotion, buying, and the management functions of policies and organization. Product or service technology becomes increasingly important at this preparation level as the focal point for these distributive functions. Competency in social skills, particularly in ethics and human relations, should be developed in these curriculums as a complement to the study of marketing and product or service technology. Leadership development through the club program may be included also at this job preparation level. Students are given an opportunity to practice basic skills as they relate to the other areas of instruction. Study of distribution in the economy generally centers on distributive functions and their relationships to each other and to the economy.

Specialist job curriculums give primary attention to either specific functions or to product or service knowledge and techniques, depending upon students' job goals. If the specialization is in management or supervisory functions, these are emphasized. If the curriculum is designed to develop competencies in a product or service field, the specialized product or service technology is the area of greatest concentration. In either event, competency in marketing should be developed in depth in order to relate all distributive functions to the specialization. The development of supervisory skills is generally the objective of instruction in the social skills area of study for specialist job curriculums. Instruction in basic skills in these curriculums is concerned with using mathematics and communication skills to interpret records and reports to implement business goals. The role of government in different economic systems and trends in distribution may also be topics of instruction.

Adaptation of Each Curriculum to Its Occupational Objective

The content of instruction should be adapted to the occupational objective for each curriculum. This may be done by analyzing each subject matter area according to the requirements for clusters of jobs in distribution and marketing. Competencies required for the levels of occupational objectives indicate what instruction trainees should receive and, therefore, what should be included at each level of preparation.

Such an analysis may be made for each of the major types of business establishments in which distributive occupations are found. The curriculum outline which follows is an example developed to show the progressive complexity in competencies required in preparation for jobs in the general merchandise category. Specialist jobs, which are not considered appropriate for high school age youth, are included in order to show how basic and career development job curriculums point towards postsecondary instruction.

Such a curriculum outline may be used with an advisory committee drawn from any one of several distributive occupational fields. The questions asked usually would remain the same. Each would be discussed in relation to employees, employers, customers, business goals, and specialized procedures and characteristics. The degree of competency to be achieved would vary according to the occupational objective.

CURRICULUM OUTLINE FOR ANALYSES OF OCCUPATIONS*

I. Competency in Marketing—The Discipline

A. Selling—communicating facts, influencing buying decisions, and providing required services.

1. Basic Jobs—What responsibilities are required in selling?
   a. Handling customers
   b. Showing products
   c. Offering services
   d. Making a sale
   e. Building goodwill
2. Career Development Jobs—What is required in the sales process?
   a. Involving the customer
   b. Handling objections
   c. Getting the buying decision
   d. Controlling costs
   e. Reflecting policies
   f. Meeting quotas
3. Specialist Jobs—What is required of the sales advisor?
   a. Analyzing customer needs
   b. Interpreting product values
   c. Reaching mutually profitable decisions
   d. Maintaining customer satisfaction
   e. Building a clientele

B. Sales Promotion—advertising, display, special events, and public relations

1. Basic Jobs—What is required to participate in sales promotion activities?
   a. Maintaining selling aids—signs, mannequins, fixtures
   b. Creating point of sale materials and simple display props
   c. Checking quantities of advertised merchandise
   d. Arranging advertised merchandise on counters, tables, or shelves
   e. Keeping informed on sales promotion activities
2. Career Development Jobs—What is required to coordinate sales promotion activities with personal selling?
   a. Knowing location of advertised merchandise
   b. Checking selling points of advertised or display merchandise
   c. Informing customers of special events
   d. Replacing or rearranging interior displays as merchandise is sold from them
   e. Anticipating trade and seasonal emphases
3. Specialist Jobs—What is required to plan and evaluate sales promotion activities?
   a. Selecting suitable merchandise for advertising or display
   b. Checking advertising proofs
   c. Analyzing results of certain advertisements
   d. Assisting in planning for special events and public relations activities
   e. Maintaining a check on competitors' promotions

C. Buying—planning, obtaining, and controlling manufactured goods or raw materials for resale or processing.

1. Basic Jobs—What is required to support the buying process?
   a. Careful handling of merchandise to reduce markdowns
   b. Keeping buyer informed on low quantity points of staple stock
   c. Participating in merchandise count for physical inventory
   d. Following control procedure
2. Career Development Jobs—What is required to implement buying activities?
   a. Maintaining customer "want" lists and keeping buyer informed
   b. Keeping record of merchandise sold by classification—use of ticket stubs or special form
   c. Assisting in preparing for inventory

*This analysis is applied to occupations in General Merchandise. The outline is equally applicable to each category identified in the handbook, "Standard Terminology for Instruction in Local and State School Systems," referred to in Chapter I.

d. Handling special orders for customers
e. Following procedures on returns and exchanges

3. Specialist Jobs—What is required to make buying decisions?
a. Knowing "open-to-buy"
b. Preparing merchandise plan by seasons
c. Preparing and maintaining a model stock plan
d. Knowing sources of information on economic indicators to forecast expected sales
e. Maintaining sales records for years past
f. Knowing available resources and characteristics of individual manufacturing firms
g. Keeping up to date on trends through trade journal reading and buying office aids

D. Operations—handling products; protection; customer services; purchasing supplies; and using equipment, supplies, and services.

1. Basic Jobs—What is required to identify and use sales-supporting activities?
a. Avoiding waste of supplies—wrapping materials, pencils, forms
b. Adhering to safety measures and policies
c. Using or operating special equipment—conveyor belt, price ticket machine
d. Receiving, checking, and marking merchandise
e. Wrapping merchandise to return to vendor and to give to customer; doing gift wrapping
f. Assisting in delivery procedures
g. Carrying merchandise for customers to central points or to automobiles

2. Career Development Jobs—What is required to be discerning in the use of sales-supporting activities?
a. Knowing appropriate times to suggest special services to customers
b. Being familiar with procedures for layaway, "will call," gift wrapping, delivery, lost and found, adjustments
c. Following store policy regarding shoplifting prevention
d. Conserving supplies—sales books, pencils, special forms
e. Adhering to safety policies and assisting coworkers to do so
f. Maintaining stock classifications

3. Specialist Jobs—What is required to improve operational procedures?
a. Knowing available cost reduction techniques
b. Analyzing efficiency of existing customer services
c. Determining need for increase or decrease in services offered
d. Training employees in shoplifting prevention policies, safety measures, and use of supplies and equipment
e. Supervising employees engaged in sales-supporting activities
f. Keeping informed on merchandising trends

E. Market Research—helping to determine the climate for selling goods and services and for practical research techniques.

1. Basic Jobs—What is required to recognize where improvements can be made?
a. Looking for easier ways to increase speed and efficiency of operation
b. Maintaining simple records of pertinent factors, such as amount of supplies used over a given period, number of items sold of a certain style or classification, or times of heaviest customer traffic
c. Keeping supervisor informed of possible improvement areas noted from observation or simple recordkeeping
d. Watching customers' and coworkers' reactions to products and services

2. Career Development Jobs—What is required to identify and study problems?
a. Analyzing customer objections to determine significant trends
b. Analyzing adjustments to determine merchandise needing to be returned

to manufacturer, nature of complaints, and underlying causes
c. Observing peak shopping periods and relationship to floor coverage by salespeople at these times
d. Maintaining sales records to determine best item sellers, probable markdown items, and lost sales as result of not having particular merchandise on hand
e. Keeping up to date on trends in product line and relating trends to merchandise purchased for own store or department

3. Specialist Jobs—What is required to interpret and apply research findings?
a. Organizing basic statistical information into appropriate categories for analysis
b. Conducting meetings to determine from employees possible areas for improvement and suggested ways of handling
c. Knowing effective methods of presentation of research findings to management
d. Conducting experimental procedures to remedy problem situations

F. Management—policies, organization, personnel, and financing.

1. Basic Jobs—What is required to respond to management decisions?
a. Adhering to company policies
b. Following established channels of communications and authority
c. Understanding importance of one's own job duties
d. Facilitating the speed of moving merchandise to selling floor
e. Reacting constructively to change

2. Career Development Jobs—What is required to implement management decisions?
a. Interpreting policies to new coworkers
b. Performing and understanding one's own job relative to the responsibilities of other personnel
c. Participating in special meetings and programs initiated by management
d. Stimulating *esprit de corps*
e. Maintaining unit or dollar quotas
f. Understanding legislation affecting employee performance

3. Specialist Jobs—What is required to occupy a liaison position with management?
a. Conducting initial and followup training concerning company policies and procedures
b. Analyzing the efficiency and effectiveness of relationships among functions, personnel, and physical factors in the organizational plan
c. Interpreting management's policies, decisions, and plans to employees and bringing employee problems, attitudes, or suggestions to the attention of management
d. Assisting management in performing the financing function—preparing reports necessary for profit and loss statements, facilitating customer credit procedures

II. Competency in a Technology—product knowledge, service knowledge, and special techniques

A. Basic Jobs—What is required in the manipulative skills of the technology?
1. Using correct procedures to handle product carefully
2. Stocking product on counters, tables, racks, or shelves
3. Using correct wrapping and packing procedures for product
4. Following established stock system for product—size, color, style, classification arrangements
5. Using equipment, catalog, rate guides

B. Career Development Jobs—What is required in the substantive knowledge of the technology?
1. Understanding facts about manufacturing process, characteristics, advantages and disadvantages, care and cautions in use of the product
2. Interpreting product in terms which appeal to customers

3. Knowing what facets of knowledge of the product to use with different customers
4. Adapting to individual customers' needs for information and value
5. Identifying strengths of the product in relation to all job duties

C. Specialist Jobs—What is required to analyze the efficiency of the technology?
1. Analyzing merchandise returned as unsatisfactory by customers to determine reasons for poor performance
2. Knowing how to coordinate product with related items, especially for "big ticket" merchandise or service (interior decorating knowledge for home furnishing products; landscaping knowledge for nursery products)
3. Comparing product with competitors' products (comparison shopping as one activity)
4. Analyzing product in relation to recent trends (fashion or style, innovations, novelty appeal)
5. Training employees in product knowledge

III. Competency in Social Skills—personal attributes, ethical conduct, human relations, supervision, and leadership.

A. Basic Jobs—What is required in business social skills?
1. Dressing appropriately for the job and being well groomed
2. Maintaining good health for effective job performance
3. Developing the personality traits necessary for success in the job, especially honesty, dependability, and loyalty
4. Using correct procedures in applying for the job
5. Representing the business positively to customers and friends

B. Career Development Jobs—What is required in human relations and ethical conduct?
1. Adapting to the personality and needs of customers
2. Avoiding misrepresentation of people, products, and policies
3. Understanding the needs and motivations of coworkers and self
4. Working cooperatively with supervisors and management
5. Maintaining an objective point of view in problem situations

C. Specialist Jobs—What is required in supervision and leadership?
1. Interpreting management's policies and employees' problems
2. Building morale
3. Training and followup of employees
4. Interviewing and handling corrections and grievances
5. Working cooperatively with other supervisors, as well as management and employees

IV. Competency in Basic Skills—mathematics and communications

A. Basic Jobs—What is required in using the basic skills accurately?
1. Understanding basic arithmetical processes
2. Making change and using the cash register
3. Writing and speaking clearly
4. Knowing correct telephone usage
5. Listening and following directions

B. Career Development Jobs—What is required to facilitate using basic skills?
1. Using mathematics proficiently on the job—in preparing sales tickets and recording sales, computing employee discounts, shipping charges, alteration expenses, layaway tickets
2. Understanding key principles in mathematics of distribution, such as markup and profit
3. Communicating effectively with customers, coworkers and supervisors
4. Using the telephone correctly
5. Using the terminology of distribution and developing a vocabulary descriptive of the product or service

C. Specialist Jobs—What is required in ability to interpret records and reports?
1. Understanding the mathematical factors involved in retail method of inventory

2. Understanding procedures in preparing purchase orders
3. Knowing policies and procedures of the particular firm concerning pricing, shipping arrangements, markdowns, allowable expenses, accounts payable, and compensation
4. Selecting pertinent factors from a statistical or written report
5. Synthesizing several reports into a composite report, statement, or presentation for management

V. Competency in Distribution in the Economy—channels of distribution, job opportunities in distribution, and distribution in a free enterprise system

A. Basic Jobs—What is required to identify distributive activities and opportunities?
1. Knowing the meaning of distribution
2. Understanding the kinds of activities involved in distribution
3. Understanding how distributive activities affect the individual in a free economy
4. Being aware of job opportunities in distribution, and how these jobs are classified, and qualifications needed for employment in each classification

B. Career Development Jobs—What is required to relate distributive functions to each other and to the economy?
1. Understanding the relationship of distribution to production and consumption
2. Understanding the meaning of gross national product and its relationship to distribution
3. Knowing the channels of distribution and being able to determine appropriate channels for different products and services
4. Understanding distributive functions and their interrelationships

C. Specialist Jobs—What is required to reconcile privileges with responsibilities in a free economy?
1. Understanding the role of a citizen in a free economy, his privileges, restrictions, and responsibilities
2. Understanding the role of local, State, and Federal Government in a free enterprise system
3. Comparing the role of the citizen and the government in a free economy to citizenship
4. Being aware of trends in distribution, their causes, and effects

Summary

Adaptation of preparatory curriculums to instructional needs involves consideration of a total curriculum plan, units of instruction designed for job levels, occupational objectives, and provision for a progressively complex training sequence. Preparatory curriculums are based on competencies needed in marketing, product or service technology, social skills, basic skills, and economic understandings. Marketing, the discipline of distribution, is considered the nucleus of each curriculum. All other areas are related to each other and enrich the discipline. Methods of instruction bridge the gap betwen theory and practice, thus assuring the vocational purpose of preparatory instructions.

References

(*1*) Edwin L. Nelson, "Basis for Curriculum Development in Distribution," *Implementation of Vocational Education in Distribution,* University of Wisconsin (Madison: Wisconsin Distributive Education Association, 1967), p. 23.
(*2*) Ralph C. Davis, *The Fundamentals of Top Management* (New York: Harper and Brothers, 1951), p. 155.
(*3*) Edwin B. Flippo, *Principles of Personnel Management* (New York, Toronto, London: McGraw-Hill Book Co., Inc., 1961), pp. 4–6.
(*4*) Nelson, *loc. cit.*
(*5*) *Ibid.*
(*6*) Keith Davis, *Human Relations in Business* (New York: McGraw-Hill Book Co., Inc., 1957), p. 4.
(*7*) Flippo, *op. cit.*, p. 91.
(*8*) Nelson, *loc. cit.*
(*9*) Charles F. Phillips and Delbert J. Duncan, *Marketing Principles and Practices* (Homewood, Ill.: Richard D. Irwin, Inc., 1960), p. 40.
(*10*) *Ibid.*, pp. 40–41.
(*11*) Vivien K. Ely, "The Importance of Distribution in America" (unpublished course outline, Distributive Education Service, State Department of Education, Richmond, Va., 1965).

CHAPTER IV

METHODS TO ASSURE APPLICATION TO EMPLOYMENT REQUIREMENTS IN PREPARATORY PLANS

Preparation for gainful employment in distributive occupations is the dominant objective of vocational instruction in marketing or distribution. As a program of vocational instruction, distributive education is successful when the trainee is able to make the substance of the curriculum a part of his performance pattern. This involves modifications in behavior, inherent in the learning process, which are facilitated by application, participation, and practice. In a list of points of agreement among educators, the following principles relate to these learning activities:

1. Transfer to new tasks will be better if, in learning, the learner can discover relationships for himself and if he has experience during learning of applying the principles within a variety of tasks.
2. Active participation by a learner is preferable to passive reception.
3. There is no substitute for repetitive practice in the over-learning of skills.(*1*)

Teacher-coordinators of distributive education have available to them methods of instruction utilizing application, participation, and practice. These methods are vital in assisting student-trainees to develop competencies needed in the area of their employment choice. They provide the vocational approach to instruction since through them students are able to assimilate knowledge, skills, and attitudes developed in the curriculum, and the teacher-coordinator is able to test each student's qualifications as he prepares for performance in a distributive occupation. Through learning experiences of application, participation, and practice, each student becomes aware of his progress throughout the training period. The importance of this aspect of the vocational approach is summarized in a fourth point of agreement among educators which states, "Information about the nature of a good performance, knowledge of his own mistakes, and knowledge of successful results aid learning."(*2*) Reference may also be made to a statement by Marks which points out, "Unless the learner is able to recognize his own achievement and capacity for self-direction in the subject matter, distributive education will have lost its vocational direction."(*3*)

Classification of Methods of Instruction

Teaching techniques involving student participation provide vocationally centered learning experiences in the classroom. Such learning experiences should be supplemented with activities as developed by the Distributive Education Clubs of America. The methods used to assure individual application to employment requirements are referred to as the cooperative method or the project method. They supplement and enrich group instruction by focusing in depth on employment qualifications and decisionmaking situations typical of occupational objectives.

The Cooperative Method

The cooperative method is the coordination of classroom instruction with a series of on-the-job learning experiences related to each student's occupational objective. The term "cooperative" describes the relationship between the school and the employing business, both of which work together to prepare a student for his vocation in distribution. In the classroom, the teacher-coordinator provides instruction in the competency areas of the curriculum and paves the way for the transfer from theory to job environments. Regular part-time employment enables the student to apply and to test his mastery of these competencies in a continuing laboratory situation related to his career choice. Here, his instruction on the job is supervised by a training sponsor who works closely with the teacher-coordinator in developing a sequence of learning experiences appropriate for the student and compatible with his goals and those of the employer.

IDENTIFYING FEATURES OF COOPERATIVE TRAINING

School Approval of On-the-Job Training Activities

The teacher-coordinator consults with the train-

ing sponsor to reach agreement on responsibilities and training experiences to be involved in the student's part-time job. The teacher-coordinator then relates job experiences to classroom instruction and assists the training sponsor in identifying opportunities for the student to apply on the job the principles and practices developed in the curriculum. This frequently involves using a cooperative training agreement in which desired learning experiences on the job are scheduled according to a progression of complexity and in relation to units of instruction presented in the classroom. School approval of the student's training program is an essential feature of cooperative training.

Clearly Defined Instructional Goals

For each instructional area, for each unit of instruction, and for each lesson within that unit, the teacher-coordinator should establish definite objectives which he wishes to become manifested in students' behavior. There are instructional objectives to be attained in the classroom and others may be realized by on-the-job experience. Teacher-coordinators may find it helpful to give consideration to Bloom's classification of objectives(*4*) in evaluating their objectives and in determining the extent to which they have been accomplished. Each objective should facilitate the attainment of the major goal of preparing students for gainful employment in distribution, specifically the preparation of individual students for full-time employment according to their occupational goals.

Regularly Scheduled Employment

Employment that is a regularly scheduled part of the instructional plan is of utmost importance in using the cooperative method. It provides the laboratory, it creates and maintains motivation, and it permits involvement and measurement of achievement. The students' schedule may show a block of time planned for full-time employment during peak business periods or perhaps for alternate full time in school and full time in the training station. Traditionally, scheduled employment averages not less than 15 nours per week throughout the school year with a major portion of this time during the normal day school hours. It has been felt that approximately 500 hours of coordinated training in a distributive business is needed to develop practices and judgment skills to a satisfactory level.

Pay for Work Performed

Student-trainees are required to meet conditions set by employing agencies for part-time workers. Their wages are commensurate with those paid to beginning workers in the particular job for which they are employed. They may be expected to receive increases based upon the contribution they are able to make to the production of profit and services. Remuneration will vary according to factors such as community wage scales, type of employing businesses, specific jobs, pertinent legislation, union contracts, and individual trainees.

Credit Recognition for Proficiency in On-the-Job Assignments

Credit recognition for achievement in on-the-job activities underscores the instructional purposes inherent in the cooperative method. While it is true that the student leaves the school establishment for his laboratory experimentation in a distributive occupation, it is also true that the school exercises approval and gives direction to his learning through coordination and supervision. Most schools award credit, equivalent to that given for one period of classroom instruction, for proficiency developed during regularly scheduled part-time employment. Progress reports evaluating the students' job performance are obtained by the teacher-coordinator in consultation with training sponsors. These ratings are discussed with the student and frequently coincide with the normal evaluation periods in the school.

The Role of the Teacher-Coordinator in the Cooperative Method

The teacher-coordinator using the cooperative method skillfully blends classroom instruction and on-the-job instruction and application. Determining opportunities to place students in jobs related to their career goals, counseling and referring students to prospective employers, and reaching understandings concerning training experiences and responsibilities for each student's job are initial coordination functions. To coordinate principles and practices developed in the curriculum with part-time employment, the teacher-coordinator obtains information and materials from the job to use in class and confers with the training sponsor concerning opportunities to apply classroom in-

struction on the job. The teacher-coordinator provides opportunities in class and in individual conferences for students to show achievement of specific learning objectives. He also evaluates students' job performance by conducting observations, meeting with training sponsors and/or supervisors, and obtaining progress reports.

The Project Method

The project method centers around individually designed learning activities which are coordinated with classroom instruction and related to a student's occupational objective. According to the *Dictionary of Education,* a project is:

> A significant practical unit of activity having educational value and aimed at one or more definite goals of understanding; involves investigation and solution of problems and, frequently, the use and manipulation of physical materials; planned and carried to completion by the students and teacher in a natural, "real-life" manner.(*5*)

The term "project" as used here refers to any significant practical unit of learning that has a behavioral objective related to an individual's distributive occupational goal and is to be accomplished in a specified length of time. Projects provide a series of job-related experiences, both simulated and real, which are designed to lead the student not involved in regularly scheduled cooperative employment to his occupational objective.

Projects are designed for the individual student at his level of motivation, maturity, and prior educational achievement. They are the laboratory learning experiences similar to on-the-job training. Marks views projects as follows: they should 1) permit student trainees to identify with work activities and rating standards of their occupational goals, 2) encourage adaptability within an employment field, and 3) test the qualifications of student-trainees as they prepare themselves for performance in and with the principles and practices developed in the curriculum.(*6*)

IDENTIFYING FEATURES OF PROJECT TRAINING

Direction and Coordination by the School

All project activities are directed and coordinated by the school. The teacher-coordinator assumes the major responsibility for selecting appropriate projects and making arrangements for the students to carry them out. This differs from the cooperative method in which responsibility for the development of vocational learning experiences is shared with employing businesses. When the project method is used, the teacher-coordinator serves as both the classroom vocational instructor and the job training sponsor.

Project Training Records

The teacher-coordinator develops project training records in cooperation with student-trainees and selected consultants, such as teachers, counselors, and resource people in the business community. A suggested form for a project training record is shown in Figure 4. This has a number of possible uses. The teacher-coordinator identifies projects by instructional areas, determines which are appropriate and feasible, establishes objectives according to student needs, and allows suitable time for completion. The space for evaluation is used to record the level of competency the student achieved. This type of planning and evaluation serves as a progress chart, summarizing the student's accomplishments and indicating individual areas of strength or weakness. The project training record develops as qualifications for employment mature so that finally the record certifies to a candidate's employability in the area for which he has been trained.

Projects Related to Occupational Objectives

All projects should be related to the career goals of individual students. However, some projects may be suitable for group work at the beginning of training when individual differences may not be too marked or when objectives are the same for several students. As students progress through their training and as projects increase in complexity, the relationship of projects to occupational choice becomes more specific. Projects requiring participation in depth in individualized activities or independent study should be specifically applicable to employment goals. Through meaningful projects, student-trainees apply, observe, discuss, and evaluate principles and procedures related to competencies needed in distributive employment. In this way, they gain a feel for the environment of their

FIGURE 4

PROJECT TRAINING RECORD

Student Participation Activities

Name of Student _____ Occupational Objective _____

Instructional Area _____

OBJECTIVE (Performance Outcomes)	PROJECT	DATES		EVALUATION (Progress)
		TO	FROM	

occupational choice and develop those judgment, technical, and human relations skills required for employment in a specific job field.

Simulated and Directed Occupational Experience

Some simulated and directed occupational experience is generally incorporated in each project training record. Simulated occupational experience ideally takes place in a physical environment approximating the real life situation. Many fine experiences may be set up for individuals or for small groups of students in connection with a school store, the county fair, church bazaars, a seasonal buyer's market, a Distributive Education Clubs of America profitmaking activity, or a product franchise. Equipment and supplies should be representative of occupational goals and available in the school or in the community for assigned projects.

When directed occupational experience is arranged for in the community, it should be assigned in relation to a specific unit of instruction, such as sales or product control. This experience should be planned to emphasize or explore major problems, such as peak merchandising periods or customer preferences in payment plans. It might be scheduled in appropriate establishments in downtown or "string" areas, neighborhood, county, or suburban centers. It could take place in chain or independent organizations, in central or branch operations, in service or highly promotional establishments, in a general or specialized Standard Industrial Classification group. Whether part-time or full-time; during school hours, after school, at night, during summers or vacation periods; it should be legal employment scheduled for the time necessary to accomplish its objective. Referrals or approval and supervision are responsibilities of the teacher-coordinator.

Time Scheduled for Project Training

Time spent in projects should be acknowledged as part of the trainee's permissible class load. This is essential to ensure that students have sufficient time to carry out assigned projects. Various scheduling patterns are possible to meet this need. Students could have one classroom instruction period and one project or laboratory period in each school day. An alternative could be one period of daily classroom instruction and one or two afternoons a week devoted to projects. Class and project time could be combined into a period of one and a half to two hours daily. When a project period is scheduled separately, it is recommended that it be held after the students' other classes have met to allow time for field trips, occupational experience, individual visits to distributive businesses, and other independently arranged laboratory activities.

Credit Recognition

Credit recognition is given for progress and proficiency in project assignments. The amount of credit to be offered depends upon decisions made in States and local school systems and upon the schedule for classroom instruction and for project training. The pattern of two class periods a day suggests credit of one high school unit for classroom instruction and one unit for project training. Daily class periods with one or two afternoons a week of project time suggest total credit recognition of one and a half to two high school units. Project training could be given a special laboratory credit which differs from the regular credit applied to classroom instruction. Regardless of the credit arrangement and as with other regularly scheduled classes, credit should be awarded only after evaluation of competencies achieved.

CLASSIFICATION OF PROJECTS

The number and variety of projects to be assigned depends upon the length of the training period, the climate for the program, the strengths and weaknesses of each student, and his occupational objective. There are two major categories of projects. One involves simulated and/or directed occupational experience already described as an identifying feature of project training. The other classification includes independent observation, evaluation, discussion, and practice projects. All would be carried out under laboratory conditions either in the school or in the business community. They represent an extension of classroom instruction according to the pace and capacity of individual students. Some examples of appropriate projects follow:

1. Directed Observation
   - (a) Viewing selected films and televised programs
   - (b) Street or floor counts
   - (c) Trade exhibits and museum visits
   - (d) Nonpaid schedules of "over-the-shoulder"

observations of personnel in distributive occupations in the employment situation

(e) Trips with management representatives to buying resources (preferably those in close proximity)

(f) Customer calls with sales representatives or with delivery services

(g) Attendance at shows and sales rallies

(h) Attendance at Distributive Education Clubs of America district or State competitions

For example, one project of a student with a career development objective in general merchandise might be to observe how to coordinate effectively sales, newspaper advertisements, interior and window display, stock arrangement and quantity, personal selling, and department traffic. Another student planning a career in home furnishings might be assigned to observe reupholstering and furniture refinishing to gain an understanding of woods and fabrics.

2. Analysis and Evaluation (of appropriate situations and materials)
   (a) Case studies
   (b) Creative marketing problems
   (c) Interviews and surveys
   (d) Trade journal reading
   (e) Listening to tapes and records
   (f) Comparing profit and loss statements
   (g) Business games

   For example, a student whose occupational objective is a basic job in a gasoline service station might conduct a survey of how to sell products maintained on service station shelves. The project objective could be to develop the ability to recognize slow turnover items or to develop awareness of suggestions that close the gap between car service and product availability.
3. Discussion (small group projects)
   (a) Panel presentations and discussions
   (b) "Buzz" sessions
   (c) Committee work
   (d) Conference discussions
   (e) "Brainstorming"

   A group of students preparing for the grocery field might undertake a project related to "self-selection," present their findings in oral reports, and lead a group discussion focusing on management decisions about customer traffic patterns, shopping convenience, automation, pilferage, and suggestion sales. Students needing skill in communications might be assigned projects utilizing "buzz" groupings to discuss such topics as characteristics of the trade area, customer differences, product values in relation to the standard of living, wage payment plans, uses of credit, and job ethics.
4. Practice
   (a) Review of arithmetical processes
   (b) Role playing job incidents with playback by a recording device
   (c) Completing programed materials developed in cooperation with trade associations or training departments of distributive organizations
   (d) Role playing decision-making
   (e) Participating in employment interviews
   (f) Independent study in a product area

   A student with limited social skills might be given a project involving interviews with members of the advisory committee and thus develop his ease in adapting to others. Another student with a job objective in food service might be given practice projects in memorizing prices or suggesting entrees.
5. Simulated and Directed Occupational Experience

THE ROLE OF THE TEACHER-COORDINATOR IN THE PROJECT METHOD

The teacher-coordinator using the project method is responsible for developing and using school, community, and distributive resources for occupationally related learning experiences. Coordination of classroom instruction with project training involves identifying, making arrangements for, directing, and evaluating projects in relation to the competencies to be developed in the curriculum. The teacher-coordinator becomes the adjunct training director for future employers by providing projects which give students an opportunity to experience theory in practice and to test their qualifications as they prepare themselves for their occupational objectives. Identifying suitable projects involves conferences with students and selected resource people in the school and community. Making arrangements for projects and their evaluation can become quite detailed, depending upon facil-

ities needed, duration of the project, number of people involved, scheduling considerations, and where the experience is to take place. Adequate time must be provided to enable the teacher-coordinator to conduct his coordination activities. In this method where all project activities are directed by the school, the need for sufficient coordination time becomes particularly acute.

Vocationally Directed Teaching in the Classroom

In presenting the units of instruction, teacher-coordinators for cooperative students or for project students employ teaching techniques which require group participation. This classroom instruction is frequently referred to as a control class. Here all aspects of the subject matter are provided, and a preview is given of experiences which will be extended in on-the-job training or project training. Vocationally directed learning in this class makes use of group and individualized participation and the activities of the Distributive Education Clubs of America.

TEACHING TECHNIQUES UTILIZING STUDENT PARTICIPATION

Every instructor in the distributive education program is in fact a teacher-coordinator. Teaching techniques he uses must tie job practices to principles found in the subject matter. Each student must be encouraged to bring to the control group his experiences in cooperative cr project training so that all may benefit. Teaching techniques used must help each student relate what he is learning in the classroom to the employment objective he holds.

There are many techniques which teacher-coordinators are using successfully with high school students to stimulate participation and transfer of theory to practice. These include such learning activities as the following:

1. Role playing realistic job situations
2. Demonstrating job-related skills
3. Generalizing from critical incidents
4. Pooling individual thinking in order to reach a mutually satisfying solution
5. Discussing advantages and disadvantages of different procedures
6. Identifying problems inherent in case studies
7. Making and supporting decisions
8. Observing and evaluating films, job activities, and processes
9. Brainstorming for creative ideas
10. Analyzing the effect of local developments on business
11. Evaluating reports, events, and practices

COCURRICULAR ACTIVITIES OF THE DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

The program of work of the Distributive Education Clubs of America enriches and supplements the subject matter and provides opportunities for student members to demonstrate and refine competencies required in distributive occupations. The purpose of this youth organization is to promote vocational understanding, civic consciousness, social intelligence, leadership development, and satisfaction in a job well done. The teacher-coordinator serves as sponsor to the local DECA chapter and encourages student initiative and direction of club activities. Distributive education students participate in local, district, State, and national contests related to the competencies being developed in the curriculum. There are regularly scheduled club meetings and significant annual occasions, such as employer recognition banquets. These and other club activities of civic, benevolent, and fund-raising purpose have bona fide educational values. They also are effective in interpreting the distributive education program to businessmen, faculty, parents, and other students.

Diagrams of Cooperative and Project Methods

Figure 5 is a diagram of the cooperative method used in secondary schools. It illustrates the coordination of vocationally directed teaching in the classroom which is supported by teaching techniques using student participation and DECA "cocurricular" activities, plus regular part-time employment related to students' occupational objectives. The cooperative training agreement is included as an important factor in assuring application of classroom instruction to progressive learning experiences on the job. This diagram shows also that the cooperative method enables students to become qualified for distributive employment, developing needed competencies at the level of their

FIGURE 5

THE COOPERATIVE METHOD IN SECONDARY SCHOOLS

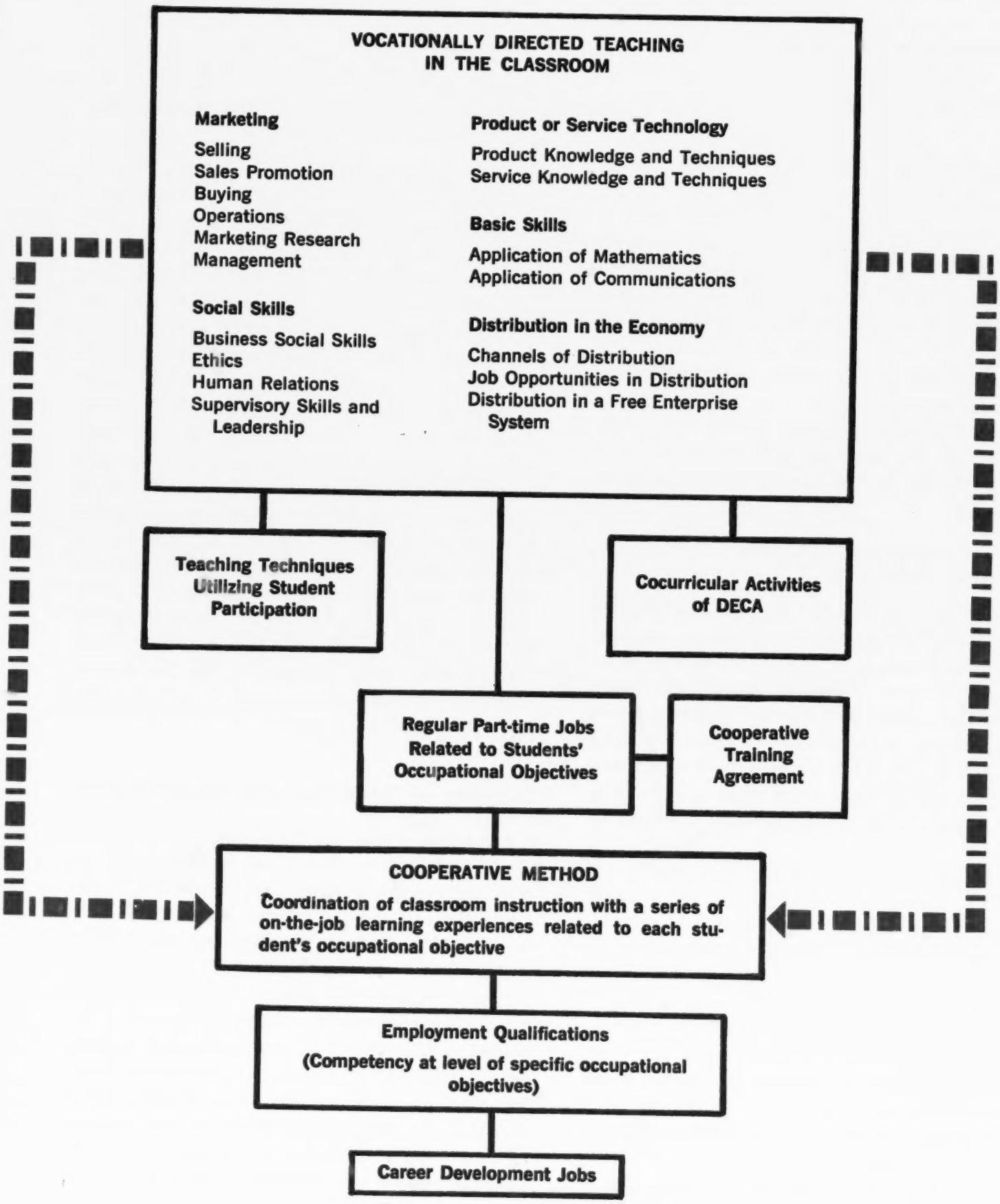
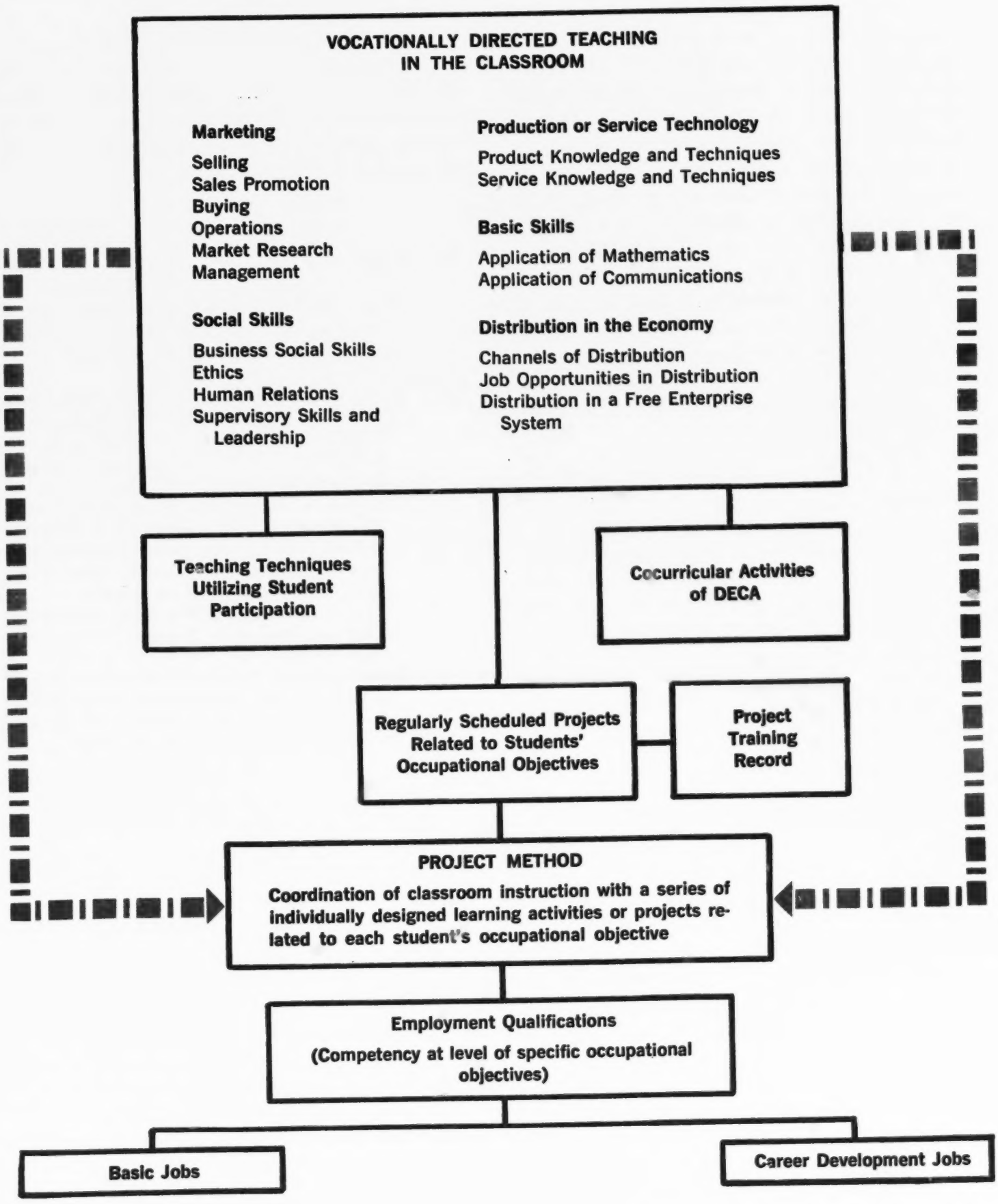


FIGURE 6

THE PROJECT METHOD IN SECONDARY SCHOOLS



specific occupational objectives. In secondary schools, the cooperative method is utilized to prepare students for career development level jobs.

Figure 6 illustrates the project method in secondary schools, showing the coordination of vocationally directed teaching in the control class and regularly scheduled projects related to students' occupational objectives. Teaching techniques making use of student participation and DECA activities are diagrammed again in this method as supporting vocationally directed teaching in the control class. The project training record, which is an identifying feature of project training, is included in Figure 6 as a valuable tool and assures that classroom instruction will be applied in project training. When the project method is utilized in basic or career development job curriculums in secondary schools, it provides students an opportunity to develop competencies needed in distributive occupations at the basic or career development job levels.

Summary

The cooperative method, the project method, and vocationally directed teaching in the classroom which includes student participation plus activities of the Distributive Education Clubs are interrelated in their function of assuring transfer of learning to employment requirements. This concept has been shown in the preceding charts. These methods involve experiences of application, participation, and practice to facilitate the learning process and provide the vocational approach to teaching and learning. Students and teachers thus are able to measure progress towards individual occupational objectives.

Classroom instruction plus cooperative training or project training is school centered and school approved. In this way, it certifies to students, their potential employers, and school patrons the reliability and validity of preparatory curriculums in distribution and marketing.

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(4) Benjamin S. Bloom (ed.) *et al., Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, Handbook II: Affective Domain, Handbook III: Psychomotor Domain* (New York: David McKay Company, Inc., 1964).

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CHAPTER V

IMPLICATIONS OF LEVELS OF TRAINING OPPORTUNITIES

An individual can participate in the distributive education program at progressive levels of job requirements. In fact, this is to be encouraged since occupational choices mature; procedures and products change; and successful marketing itself depends upon innovations and shifts in personnel responsibilities, organization, and operation.

The accompanying two diagrams, Figures 7 and 8, illustrate the continuum of training opportunity(*1*) available to those preparing for employment in distribution. It should be noted that this continuum has implications not only in relation to job objectives, but also for vocational guidance, the use of advisory committees, and the components of organization for preparatory instruction.

Facing Changes in Employment

In curriculums designed for high school age youth, a projection should be made of training opportunities for which they may be eligible upon completion of the current course of study. There are a variety of training opportunities through which competencies may be gained or maintained for different levels of distributive employment. From the beginning of their occupational interest and work lives, individuals should be helped to accept training as a valued aspect of employment.

High school students initiating vocational training in the 10th, 11th, or 12th grades must realize that they determine what job preparation they seek, how much they will undertake, and for how long; and later, how often they will turn to distributive education to add to their employment qualifications. For example, a potential high school dropout may complete a basic job curriculum and decide to broaden his employability beyond the requirements of this level by enrolling in a career development job curriculum. Even at the completion of this curriculum, he may decide to delay full-time employment and enter a post high school specialist job curriculum. Another individual may begin his job preparation in a career development job curriculum and upon completion of this sequence of training become employed in a career development job. Periodically thereafter, he may return to distributive education for updating courses in order to maintain his employment qualifications.

This variety of beginning, continuing, and stopping points in job preparation and development provides a realistic base for employment security. Those in basic job or career development job curriculums should find in distributive education's training opportunity a constructive bulwark against limited or obsolescent qualifications.

Vocational Guidance

In view of individual differences, diverse occupational objectives, the variety of curriculums, and the levels of training opportunity, vocational guidance becomes increasingly important. Teacher-coordinators and guidance personnel in local schools must assume responsibilities which involve:

1. Identifying and encouraging the enrollment of individuals needing distributive education
2. Providing the individuals with information necessary for realistic vocational planning
3. Assisting them while pursuing the plan
4. Aiding them in vocational placement
5. Conducting followup procedures to determine the effectiveness of the vocational instruction and guidance and counseling program.

Counseling in relation to distributive occupations and preparatory instruction should reflect the appropriateness of the project plan or the cooperative plan for individual high school students. For ease of identification, potential students are separated here into the two categories which follow.

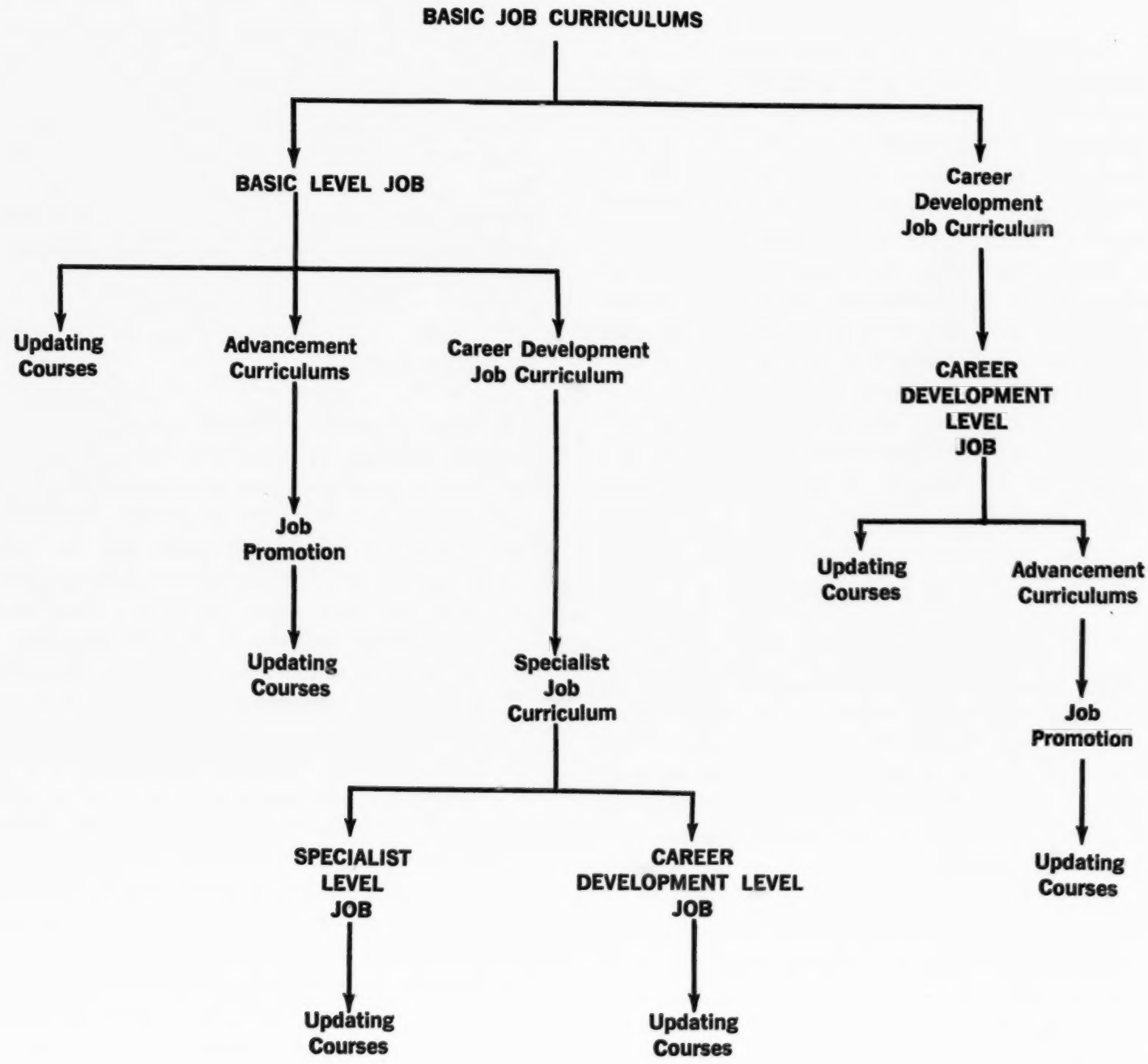
Categories of Students for the Project Plan

Students to be served by the project plan may be classified as:

1. Trainees who plan to follow the complete sequence of project plan training involving one or both levels of preparatory curriculums suit-

FIGURE 7

DIAGRAM OF TRAINING OPPORTUNITIES FOR HIGH SCHOOL STUDENTS



able for high school students

2. Individuals who plan to participate in a sequence of training, culminating in the cooperative plan, in preparation for their occupational objectives.

   a. Some of these students will complete a basic job curriculum with the project plan and then continue their training in a career development job curriculum with the cooperative plan.

b. Other students will begin in a career development job curriculum under a project plan and transfer in this job curriculum to the cooperative plan.
c. Still others will complete project plan training in a career development job curriculum and, following graduation or completion of the curriculum, move to a specialist job curriculum utilizing the cooperative plan.

3. Persons whose distributive objective is real, but not primary, at the time of counseling
   a. Some students cannot work part time on a regular basis under a cooperative plan because of academic requirements or scheduling problems related to college entrance.
   b. The vocational objectives of other students require supporting courses in distribution or marketing which may be completed in a short block of time.
4. Students attending schools located in areas which lack a sufficient number of approvable employing businesses, thus preventing the development of cooperative training agreements
5. Individuals who have academic, socioeconomic, or other handicaps which keep them from having the personal employability requisite to part-time employment (These persons generally will be enrolled initially in basic job curriculums.)

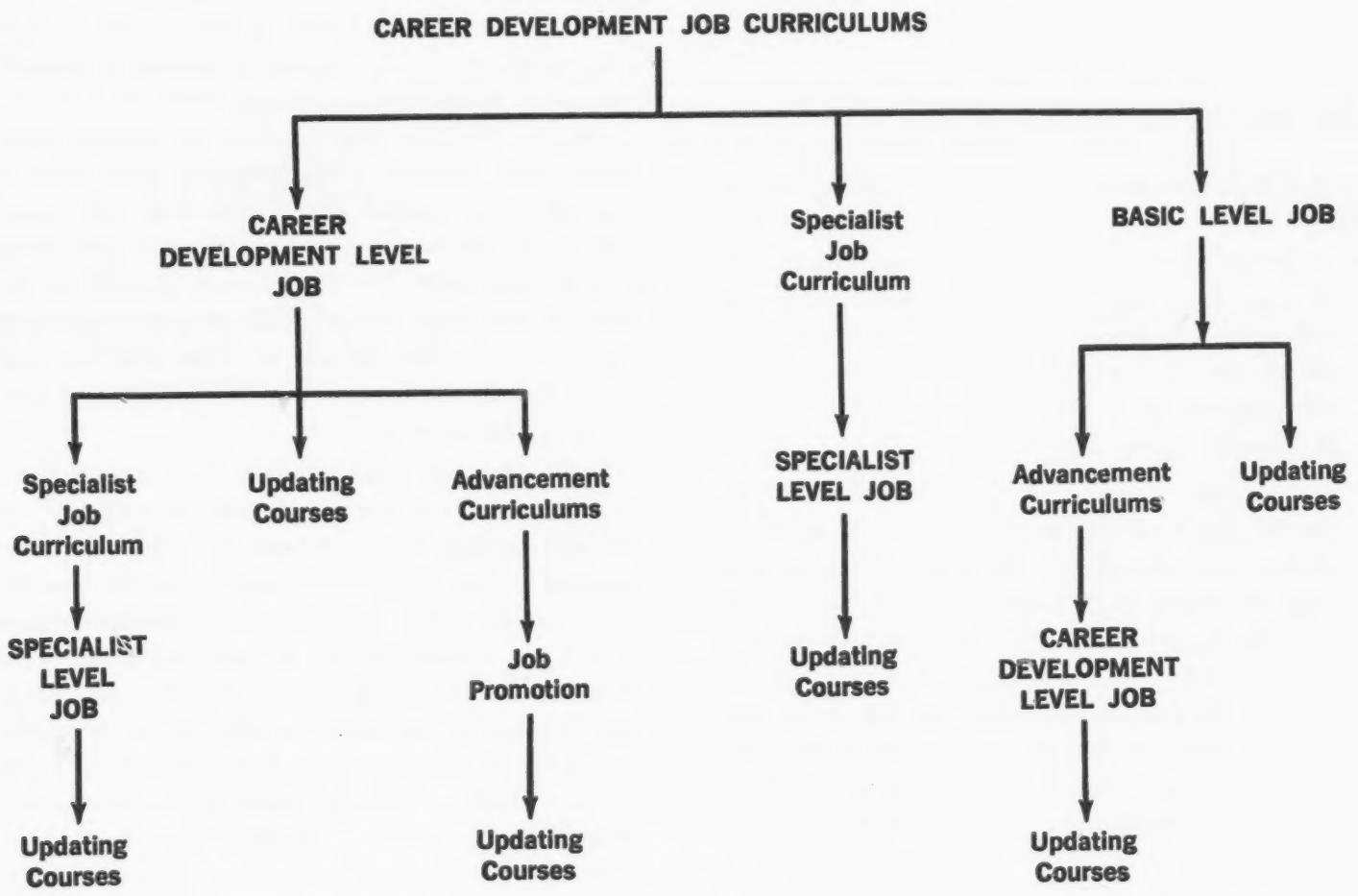
Categories of Students for the Cooperative Plan

Students to be served by the cooperative plan may be classified as:

1. Individuals who meet standards of employ-

FIGURE 8

DIAGRAM OF TRAINING OPPORTUNITIES FOR HIGH SCHOOL STUDENTS



ability related to social, arithmetic, and English language competencies

a. Some students' personal employability has been developed in a basic job curriculum.
b. Other students' school and home experiences have contributed to maturity and seriousness of purpose.
c. Still other students' anecdotal records show success in applied learning.

2. Persons whose occupational objectives may be achieved in career development job curriculums

a. Some students become eligible for career development job curriculums after completing basic job curriculums under a project plan.
b. Other students' after-school employers recommend them for career development job curriculums.
c. Still other students meet admissions criteria developed by advisory committees and school administrators.

The Use of Advisory Committees

A distributive education advisory committee has been defined as:

> A group of persons engaged in the distributive occupations (employers and/or employees) who are appointed by a school or educational unit to act in an advisory capacity for a local, State, or national distributive education program.(*2*)

A broader interpretation states that:

> The advisory committee composed of school personnel and local leaders in distribution serves to bridge the interests of the business community and the school to achieve conditions which will accrue, above all, to the benefit of the student. The chief purpose of the advisory committee is to assist in establishing a desirable environment for distributive education in the community. Its major task is to arrive at a consensus on objectives, needs, and plans of action that will result in an improved program of instruction.(*3*)

Both school and distributive personnel should understand the sequence of training opportunities available in the distributive education program for youth and adults. They should be made aware of the job levels and the types of jobs at each level for which students are being prepared. Both groups should recognize the requirements of such a broadly conceived program which provides a variety of offerings, not just a course.

Using school personnel on advisory committees becomes increasingly important with the addition of the project plan. Their contributions are particularly significant in planning projects of simulated occupational experience and in certain assignments involving practice and independent study. The advisory services of distributive personnel will be essential in identifying, implementing, and evaluating projects. Their assistance may make the difference between receiving cooperation in project training and being prevented from conducting meaningful projects. Distributive businessmen will need orientation concerning the role of the school and their own involvement in project training. The advice of teachers and administrators, as well as distributive personnel, is needed also in developing certain areas of instruction in both project and cooperative plans. Other vocational fields and specialists in distributive occupations may be involved in teaching the product or service technology area. Teams of teachers may contribute to instruction in social skills. General education teachers of English, speech, mathematics, and social studies may assist the teacher-coordinator in the instructional areas of basic skills and distribution in the economy. The counsel of these teachers and others will be valuable in the development of preparatory instruction.

Depending upon the scope of program offerings in a community, there may be one or a number of advisory committees. It is possible to have an educational advisory committee and a distributive advisory group or one committee composed of representatives of both fields. Where preparatory instruction is offered in secondary and postsecondary schools in the same locality, each institution may have its own advisory committee(s). Enrollment of students with job goals in the same occupational areas may be sufficiently large in a school to warrant specialized instruction for each group. If so, it may be desirable to appoint advisory committees to correspond to each occupational group.

Components of Organization for Preparatory Instruction

In order to establish and maintain training opportunities for high school youth, certain components of organization for preparatory instruction should be considered. Some of these components are flexibility in scheduling, level of job objectives to be achieved in curriculum offerings, number of curriculums, and teaching staff needed. Decisions concerning these factors will be influenced by the nature of the high school (comprehensive or vocational), its location (urban, suburban, or rural area), and the population of the school. The availability of training opportunity to prepare for distributive employment suggests the possibilities of having more than one curriculum at each job level and of grouping students who share a common occupational objective. In many school districts, especially those with large enrollments, similar curriculums might be offered, some using the cooperative plan and others using the project plan. This probably would be the best way to reach all students wishing to enroll.

Preparatory instruction should be organized so that students are allowed flexibility in moving toward the achievement of their occupational objectives. Examples of flexible situations follow:

1. A group of students who enter a 2-semester curriculum leading to the development of basic job competencies achieve personal employability at the end of one semester. They are permitted to move from project training to cooperative training for the second semester of instruction.
2. A group of trainees who have socioeconomic or other handicaps are placed in a separate section of a basic job curriculum and given highly individualized instruction. At the end of the first semester, they move into the regular basic job curriculum which utilizes project training under the project plan.
3. During the first year of a 2-year career development job curriculum, students are sectioned into: a) a project plan class, b) a cooperative plan class, or c) a class which is preparation for either the Project Plan or Cooperative Plan in which the student may enroll in the second year.

CURRICULUMS FOR SPECIFIC PRODUCT OR SERVICE AREAS

In order to be realistic in serving students of high school age in terms of employment opportunities and the firmness of their occupational choices, a training sequence usually will progress from general to specific. However, with some students a more specific job may be the motivating force needed for them to complete vocational preparation before leaving school.

Curriculums may be designed according to requirements for a cluster of closely related jobs in a product or service area, or they may focus on a single job title. Basic job curriculums may be developed, for example, to prepare for a cluster of basic jobs in food service or to train waitresses.

A basic job curriculum not only should be preparatory for a specific occupational area at the basic job level, but should also point the way to the curriculum for the same classification of enterprise at the career development job level. Correspondingly, the content of instruction should progress in depth and complexity from basic job to career development job curriculums. For the program of study in food retailing, for example, a basic job curriculum could prepare students for such jobs as stock clerk or checker in grocery stores and supermarkets. A career development job curriculum for food retailing could train them for such positions as assistant produce manager or assistant manager for dry groceries.

A special purpose curriculum could be developed for any of the O.E. 04 coded instructional programs, If only one curriculum at each job level is to be introduced, the general merchandise classification is the logical choice because it is comprehensive enough to enable the teacher-coordinator to adapt classroom instruction and project or cooperative training to individual occupational objectives. Large schools, however, probably will find sufficient numbers of students with the same job goal and adequate employment opportunities to justify sectioning by classifications such as home furnishings, gasoline service stations, wholesale trade, and apparel and accessories. If a student's occupational objective changes, it is possible for him to complete a basic job curriculum centered around a specific product or service and to progress to a career development job curriculum which focuses

on another instructional program classification.

Vocationally directed classes should be available for students who need to acquire distributive competencies supporting job goals which are related primarily to other vocational subject matter fields. For example, students who are training as meat cutters would have available to them classes emphasizing food distribution and practices. A special class could be provided for them or, if appropriate, they could enter classes offered for students with distributive occupational objectives.

Types of secondary school curriculums for training in distribution and marketing are illustrated by the following outline showing regular curriculums, usually representative of the general merchandise classification and those for specific product or service areas:

A. Basic Job Curriculums
   1. Regular Curriculum—General Merchandise
   2. Curriculums for Specific Product or Services
      a. Food Retailing
      b. Home Furnishings
      c. Wholesale Trade
      d. Advertising Services
      e. Petroleum
   3. Curriculums for Youth With Special Needs

B. Career Development Job Curriculums
   1. Regular Curriculum—General Merchandise
   2. Curriculums for Specific Products or Services
      a. Food Retailing
      b. Automotive
      c. Wholesale Trade
      d. Food Service
      e. Apparel, Accessories
      f. Hardware, Farm Equipment

Summary

Distributive education now is involved in an unparalleled era of training opportunity. The program maintains training opportunities starting with preparatory instruction at the secondary level and continuing to serve members of the labor force throughout their work life. This abundance of training opportunity in distribution and marketing helps to further employment security. Vocational guidance becomes increasingly important in identifying individuals who can benefit from distributive training. Teacher-coordinators work closely with school and community advisory committees in planning and implementing the instructional program. Preparatory programs are organized so that individual learning experiences can be stimulated by appropriate grouping of students. Job objectives, both tentative and firm, general and specific, can be achieved in regular or special purpose curriculums.

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CHAPTER VI

ORGANIZING AND ADMINISTERING PREPARATORY INSTRUCTION IN THE HIGH SCHOOL

Expansion of the distributive education program in current schools and its extension into many new schools in major cities and rural areas present administrative challenges requiring imaginative attention. Authority for vocational training for employment objectives in distribution has been so broadened that individuals and schools formerly deprived of such services may now enjoy their advantages. The services of the distributive education supervisor and other State vocational leaders should be used by school administrators to help plan and implement local programs. The location and training of teachers, the orientation of new local and district personnel, and promotions from within will be necessary to achieve the purposes of the Vocational Education Amendments of 1968.

Policies for the administration of preparatory instruction should embrace principles of organization which correspond to provisions and requirements of the Amendments. These principles include standards to assure soundness and quality of instruction, provided within the framework of cooperative and project plan organizational patterns. The principles of organization suggest procedures for developing preparatory instruction. An outline of these procedures is followed by discussion of the principles of organization.

Procedures for Developing Preparatory Instruction in High Schools

Procedures for developing preparatory instruction in high schools may be summarized as follows:

1. Analyze distributive employment data available from the employment service, trade associations, and local press.
2. Conduct a community survey to determine opportunities for cooperative and project training experiences after conferring with an advisory committee.
3. Conduct a student survey to determine the interests, needs, and abilities of prospective enrollees, using student records, applications for admission to distributive education programs, advisory committee composed of school personnel, vocational guidance through individual conferences, conferences with parents, and listing of categories of students to be served by the project plan and the cooperative plan.
4. Make organizational decisions about job levels to be served, number of curriculums needed, naming of curriculum offerings, and use of cooperative and/or project plans.
5. Determine teacher personnel needs, including number and type of teachers, qualifications, responsibilities, and schedules.
6. Determine pattern for scheduling instruction, considering flexibility in prerequisites; level of "school leavers"; regular, summer, evening schedule; nongraded classes; and time arrangements for laboratory experience.
7. Determine facilities and instructional materials needed.
8. Make budgetary decisions.
9. Make plans to implement the program in the school system.

Principles of Organization

EMPLOYMENT OPPORTUNITY

Establishing preparatory instruction should be based upon statistical evidence showing the immediate and projected employment requirements in distributive occupations and population mobility patterns in the community or area served by the program. This principle is set forth in the Vocational Education Amendments of 1968 which provide that policies and procedures to be followed by the State in the distribution of funds to local educational agencies will assure that:

> Due consideration will be given to the results of periodic evaluations of State and local vocational education programs, services, and activities in the light of information regarding current and projected manpower needs and job opportunities, particularly new and emerging needs and oppor-

tunities on the local, State, and national levels.(*1*)

INTERESTS, NEEDS, AND ABILITIES OF PROSPECTIVE STUDENTS

Gathering and studying data about the school population, including those enrolled in nonprofit private schools, will provide information necessary to planning instructional programs and counselling to facilitate occupational choices. The Amendments require that:

> Persons of all ages in all communities of the State . . . will have ready access to vocational training or retraining . . . which is suited to their needs, interests, and ability to benefit from such training.(*2*)

Youths in school and those returning to school who desire to prepare for distributive employment must be able to benefit from the instruction. Eligibility to enroll in regular curriculums designed for the large majority of students should be based upon such factors as age, maturity, interests, general ability, specific aptitudes, physical condition, and work motivation. Some students from impoverished backgrounds or who have had difficulty with certain academic subjects will be included in this group.

Persons who have academic, socioeconomic, or other handicaps which prevent them from succeeding in the regular distributive education classes may require special grouping. Instruction for these students should strengthen weaknesses, identify cultural attributes, focus on known employment opportunities, and be flexible in permitting individualized attention. Where feasible, specially trained teachers who understand the needs of disadvantaged youth should be utilized. Experimental and pilot programs should be planned and conducted, perhaps in cooperation with other vocational fields, to develop those practices needed to serve these students effectively.

Full-time students whose occupational objectives involve limited knowledge and skills and for whom speed of preparation is important may be served best through demonstration projects. Scheduling in these projects should be handled separately, with classes ungraded and instruction intensive.(*3*) Youths who are over-age for their grade level could be included in such projects if desired.

STANDARDS TO ASSURE SOUNDNESS AND QUALITY OF INSTRUCTION

Instruction designed to prepare individuals for gainful employment according to their occupational objectives should meet standards which assure soundness and quality of instruction. Historically, vocational educators have been guided by standards similar to those that follow:

1. Instruction will consider the skills and knowledge required in the occupation for which the instruction is being provided.
2. Instruction will be developed and conducted in consultation with potential employers and/or groups of individuals having skills in and substantive knowledge of the occupational field representing the occupational objective.
3. Instruction will include the most up-to-date knowledge and skills required in the occupational field in which the individual is being prepared.
4. Instruction will be sufficiently long and intensive within a scheduled unit of time for the student to develop competencies necessary to fit him for employment in the occupational field for which he is being trained.
5. Instruction will combine and coordinate related work, including remedial learning or other vocational experience which is appropriate to the vocational objective of the students. Such instruction will be supervised, directed, or coordinated by a person qualified under the State plan.

Consultation with persons employed in the distributive occupations representative of student's occupational objectives will help to insure that instruction is based on competencies needed in the occupational field and that up-to-date principles and practices are included. The curriculum concept of developing competencies in five areas of instruction represents a design for achieving and maintaining these standards. Coordination activities supporting the cooperative and project methods provide opportunities for firsthand observation of procedures and policies.

Space, equipment, teaching materials, and library resources should be available sufficiently to meet the instructional standards. Well-planned, well-equipped laboratories in the school and/or community will be required to approximate the en-

vironment of specific distributive employment, especially for students not enrolled for cooperative training.

TYPES OF ORGANIZATIONAL PLANS TO BE AVAILABLE

Preparatory instruction is organized according to cooperative or project plans. Figures 9 and 10 show that these organizational plans at the secondary education level consist of curriculums designed for specific levels of job preparation, which are developed through the cooperative method or the project method.

The values of cooperative training have been demonstrated, and this plan of organization has been recognized in recent vocational education legislation. It will be desirable to provide both the cooperative and project plans, however, where enrollments and other conditions permit. A good rule to follow is one that says where sufficient opportunities for regular part-time employment exist, the cooperative plan should be utilized.

Decisions concerning the organization of project plans should be based on such things as:

1. Opportunity to serve a broader spectrum of students of high school age.
2. Availability of training to youths not yet 16 years of age.
3. Inadequate opportunities for paid, part-time employment continuing through the training period.
4. Less than minimum personal employability of prospective enrollees.
5. Requirements for graduation.
6. The nature of the job objective for which a specific curriculum has been prepared.
7. "Closed Campus" school policy.

It would not be a desirable practice to place both cooperative and project trainees in the same class. If this is unavoidable, the class should be organized according to a project plan. Regularly scheduled part-time employment then is considered a continuing project with multiple objectives, noted and evaluated on the project training record.

Provision for coordination time for teacher-coordinators using the project method and the cooperative method is essential in order to maintain the standards which assure soundness and quality of instruction. Students' schedules must also be arranged to permit sufficient time for project or cooperative training experiences.

QUALIFICATIONS OF PROGRAM PERSONNEL

The need for qualified personnel to direct and implement the instructional program is emphasized in the Vocational Education Amendments. The quality of vocational instruction requires teacher-coordinators and instructional staffs capable of planning and individualizing the subject matter. There are many, therefore, who feel that it is desirable for project plan teacher-coordinators to have the same qualifications as cooperative plan teacher-coordinators. Local administrators may wish to consider the employment of teacher-coordinators experienced in the cooperative method in order to safeguard vocational emphases when on-the-job training is not scheduled.

COOPERATIVE AND PROJECT PLANS

Each type of plan may be structured in several different ways. Organizational decisions should be based upon the types of plans and scheduling patterns which are adaptable to a particular school and which best meet the needs of students and curriculums. Individual State plans indicate the extent of flexibility and patterns of organization which may be supported under vocational education.

In discussing the organization of distributive education programs, State supervisors considered problems in traditional, modular, and block scheduling. They agreed that basic job curriculums and those for youth with special needs should be provided within the project plan. They recognized the suitability of both cooperative and project plans for curriculums leading to career development jobs. With this in mind, they suggested more flexibility in organization and introduced some changes which would make instruction at different job levels more readily available.(*4*) Recommendations of this group are used in organizing the following cooperative and project plans at the secondary level:

A. Cooperative Plan (Career Development Job Curriculums)

   1. Vocational instruction in distribution covering 2 school years, providing an average of at least 1 class period per day and regularly

FIGURE 9

THE COOPERATIVE PLAN IN SECONDARY SCHOOLS

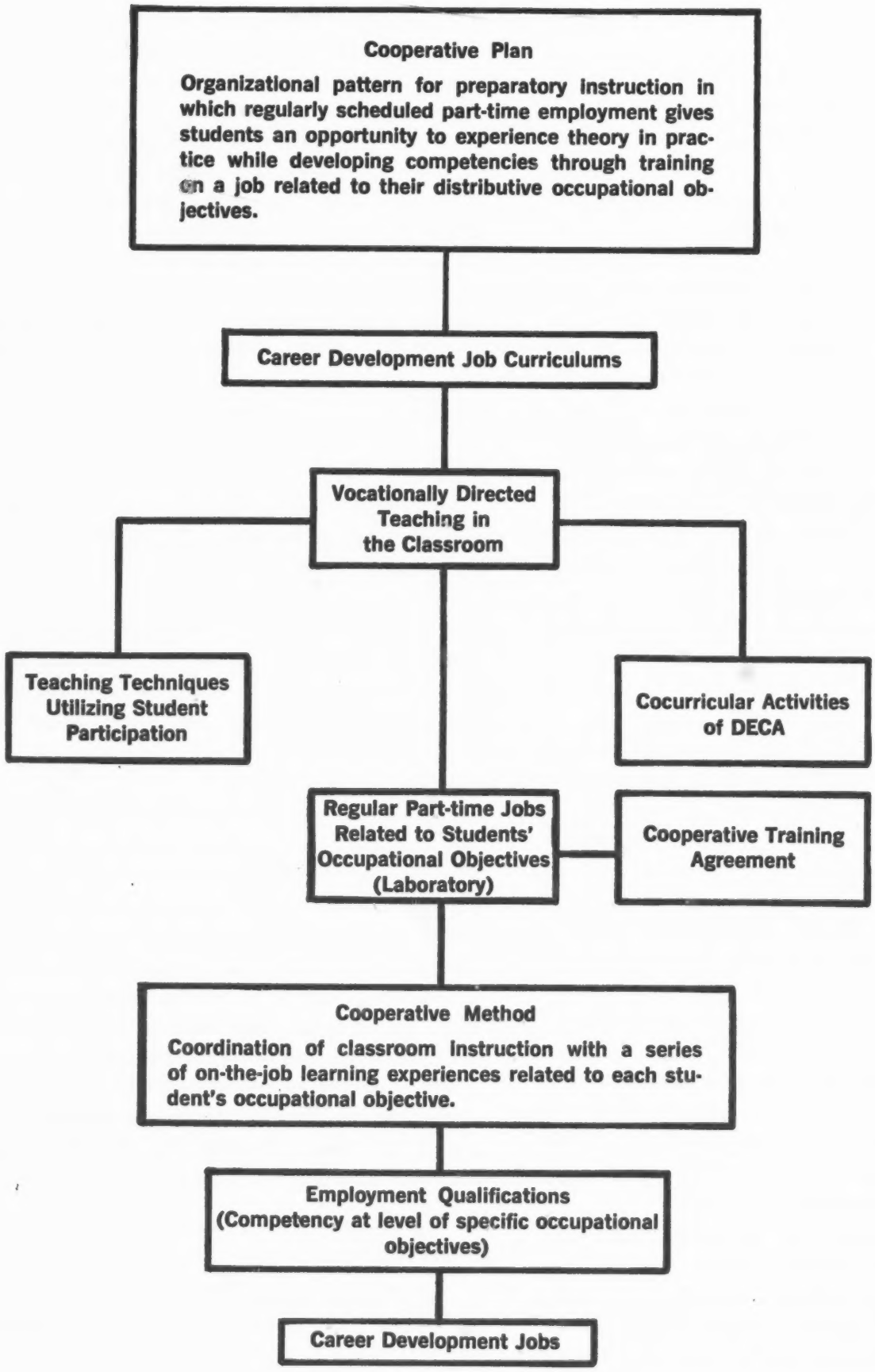
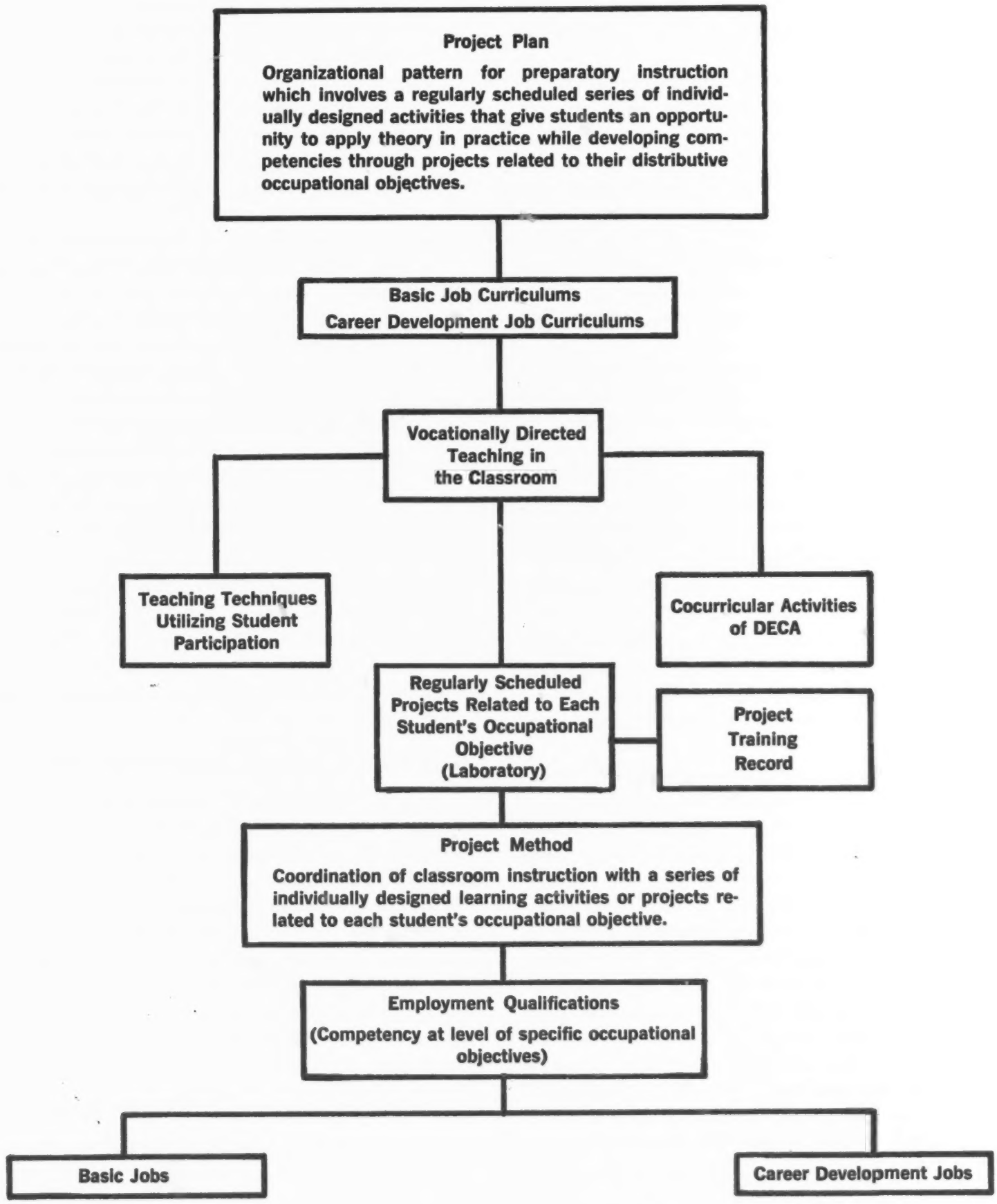

Cooperative Plan
Organizational pattern for preparatory instruction in which regularly scheduled part-time employment gives students an opportunity to experience theory in practice while developing competencies through training on a job related to their distributive occupational objectives.
Career Development Job Curriculums
Vocationally Directed Teaching in the Classroom
Teaching Techniques Utilizing Student Participation
Cocurricular Activities of DECA
Regular Part-time Jobs Related to Students' Occupational Objectives (Laboratory)
Cooperative Training Agreement
Cooperative Method
Coordination of classroom instruction with a series of on-the-job learning experiences related to each student's occupational objective.
Employment Qualifications (Competency at level of specific occupational objectives)
Career Development Jobs

FIGURE 10

THE PROJECT PLAN IN SECONDARY SCHOOLS


Project Plan
Organizational pattern for preparatory instruction which involves a regularly scheduled series of individually designed activities that give students an opportunity to apply theory in practice while developing competencies through projects related to their distributive occupational objectives.
Basic Job Curriculums
Career Development Job Curriculums
Vocationally Directed Teaching in the Classroom
Teaching Techniques Utilizing Student Participation
Cocurricular Activities of DECA
Regularly Scheduled Projects Related to Each Student's Occupational Objective (Laboratory)
Project Training Record
Project Method
Coordination of classroom instruction with a series of individually designed learning activities or projects related to each student's occupational objective.
Employment Qualifications
(Competency at level of specific occupational objectives)
Basic Jobs
Career Development Jobs

scheduled periods for cooperative training both years.

2. Vocational instruction in distribution covering 1 school year, providing an average of at least 2 class periods and regularly scheduled periods for cooperative training during the year.
3. Vocational instruction in distribution covering 2 school years, providing an average of at least 1 class period per day and regularly scheduled periods for cooperative training during the second year and enrolling only those who have completed 2 semesters of vocational instruction in a precooperative class in distribution or those who have completed 2 semesters of vocational instruction in distributive subjects under the project plan.
4. Vocational instruction in distribution covering 1 school year, providing an average of at least 1 class period per day and regularly scheduled periods for cooperative training during the year and enrolling only those who have completed 4 semesters of vocational instruction in an occupational curriculum approvable under the State plan.

B. Project Plan (Career Development Job Curriculums)
   1. Vocational instruction in distribution covering 2 school years, providing an average of at least 1 class period per day and regularly scheduled periods for project training both years.
   2. Vocational instruction in distribution covering 1 school year, providing an average of at least 2 regular class periods per day and regularly scheduled periods for project training during the year.
   3. Vocational instruction in distribution covering 2 school years, providing an average of at least 1 class period per day and regularly scheduled periods for project training during the second year and enrolling only those who have completed 2 semesters of vocational instruction in a preproject class in distribution or those who have completed 2 semesters of vocational instruction in distributive subjects under the cooperative plan.
   4. Vocational instruction in distribution covering 1 school year, providing an average of at least 1 class period per day and regularly scheduled periods for project training during the year and enrolling only those who have completed 4 semesters of vocational instruction in an occupational curriculum approvable under the State plan.

C. Project Plan (Basic Job Curriculums)
   1. Vocational instruction in distribution covering 1 school year, providing an average of at least 1 class period per day and regularly scheduled periods for project training throughout the year.
   2. Vocational instruction in distribution covering less than 1 year, providing an average of at least 1 class period per day and regularly scheduled periods for project training for the duration of instruction and enrolling only those whose primary occupational objective is in another vocational field.
   3. Vocational instruction in distribution covering 1 school year, a combination providing an average of at least 1 class period per day for 18 weeks and an average of 1 class period per day in project training for 18 weeks.

(It will be noted that project plans for basic job curriculums are complete in themselves. They represent the sequence of study usually necessary for achieving basic job level objectives. They are not prevocational, nor are they necessarily prerequisite to enrolling in a career development job curriculum.)

ORGANIZATION FOR THE OCCUPATIONAL MIX

Occupational mix is the "tendency for a specific occupation to require competencies which overlap normally accepted areas of vocational education."(*5*) The organization of instruction designed for students, whose occupational objectives require competencies developed through other vocational programs, has been suggested under cooperative plan A4 and project plan B4 and C2. Demonstration projects involving team teaching might also be an approach to shared responsibilities of the vocational staff.

ADAPTING THE ORGANIZATION TO THE SCHOOL

High schools have been identified as comprehensive, technical, and area vocational. Since judg-

ment skills and marketing concepts are built on strengths in language arts, mathematics, and economics, distributive education can fit into any comprehensive high school where need for it has been determined. Technical schools and area vocational schools frequently have less breadth in the academic areas. However, they fill a vital need in making distributive education available to large numbers of youths.

The nature of the school district in which a school is situated also affects the organizational pattern for preparatory instruction. Schools vary in size from very small to very large; from serving rural youth to serving central-city youth. It may be determined that (1) all the high schools in a metropolitan school district will offer the regular curriculum for basic and career development jobs in general merchandise, that (2) certain of these schools will also provide curriculums preparing for other occupational objectives, and that (3) youth with special needs may be served better by providing curriculums for them only in schools having considerable flexibility in scheduling arrangements. Both project and cooperative plans for participation activities may be followed by students. On the other hand, a small rural high school may meet the needs of its students best by scheduling "occupational mix" curriculums leading to distributive objectives, utilizing skills and knowledges introduced in such programs as vocational agriculture, home economics, and trade and industrial education. The project plan for participation activities will be offered since the location of the school makes regularly scheduled cooperative training an impractical arrangement.

For purposes of illustration, Figures 11-14 show different aspects of preparatory instruction in the distributive education program. Organizational options in the regular curriculum for general merchandise job objectives are given in Figure 11. Suggested options in curriculums for youth with special needs are shown in Figure 12. Organizational options for different objectives appropriate in curriculums for career development level jobs are shown in Figure 13, followed by Figure 14, which uses the same structure to show plan and grade level of curriculums for career development jobs.

STUDENT SCHEDULING PATTERNS

Students' schedules will be determined primarily by the type of plan and specific curriculum for which they wish to enroll. Scheduling should be flexible. A nongraded basic job curriculum, for example, could be available for 10th, 11th, and 12th grade students alike. Or, if permissible from the point of view of the local school administration and not prohibited in the State plan for vocational education, students could begin their training in the summer so that basic job orientation would be completed by the fall term. This might enable them to become eligible for project or cooperative training in a career development job curriculum. Adjustments also could be made for the blocking of project or cooperative training to take advantage of seasonal distributive activities. Sample student schedules are shown in Figure 15 to illustrate possible patterns in the regular curriculum and in curriculums for youth with special needs.

TEACHER-COORDINATOR SCHEDULING PATTERNS

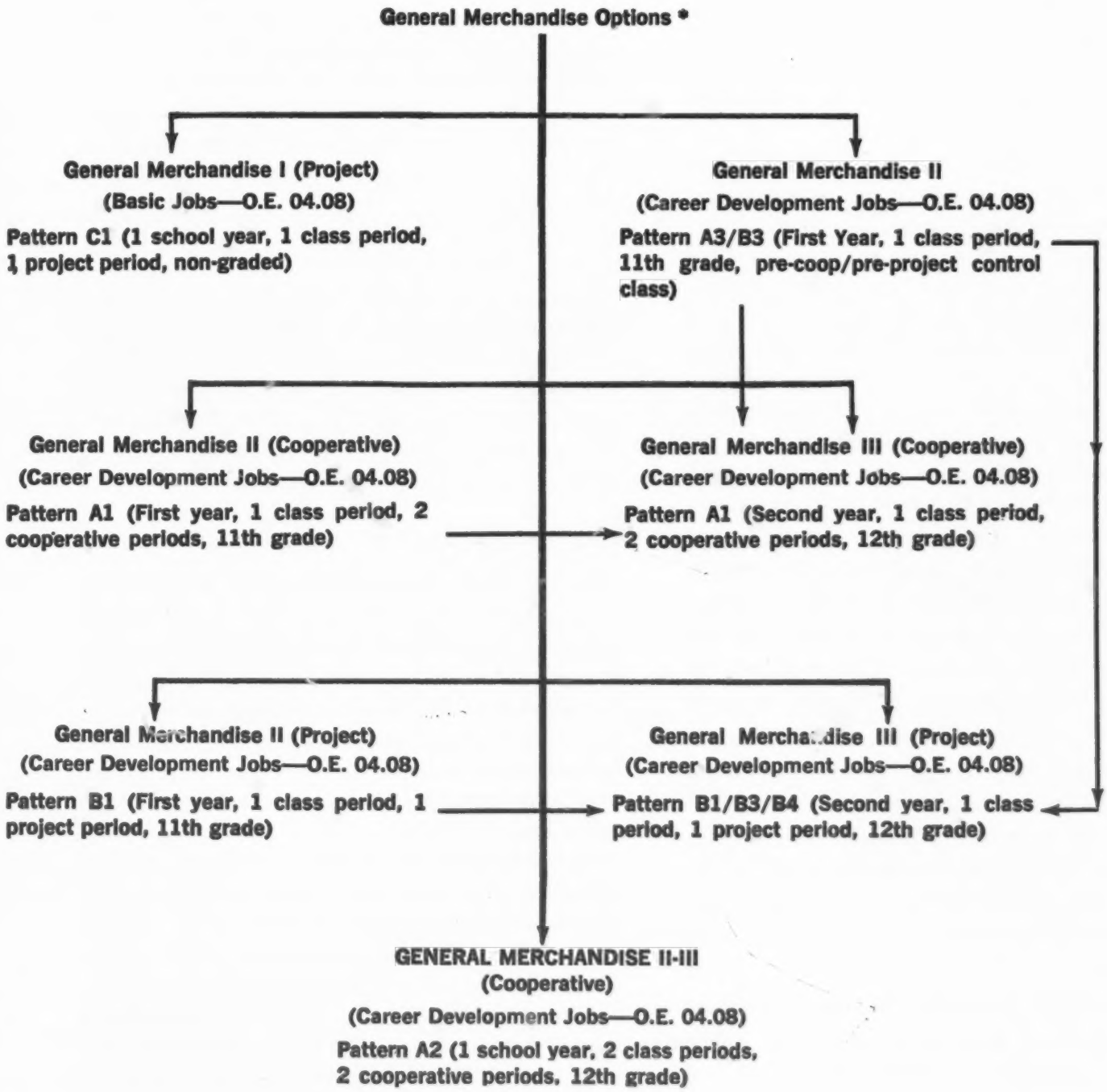
Staffing distributive education will depend upon several factors such as: (1) anticipated enrollments, (2) capabilities of students, (3) the variety of curriculum offerings, (4) organizational plan(s) for laboratory experiences, (5) responsibilities assigned instructional personnel, and (6) the climate for innovative teaching devices. Large high schools may be assumed to have departments of distributive education with several faculty members. Smaller schools may have one teacher-coordinator with responsibility for both preparatory classes and supplementary instruction for employed adults. Schools serving a small and geographically scattered student body may offer a distributive education curriculum only in alternate years, thus requiring a teacher-coordinator qualified in an additional subject matter field. Schedules shown in Figure 16 give possible time allotments for teacher-coordinators, including provisions for the supervision and coordination of cooperative and/or project training.

Summary

The organization and administration of preparatory instruction should be based on an understanding of requirements of the State Plan for Voca-

FIGURE 11

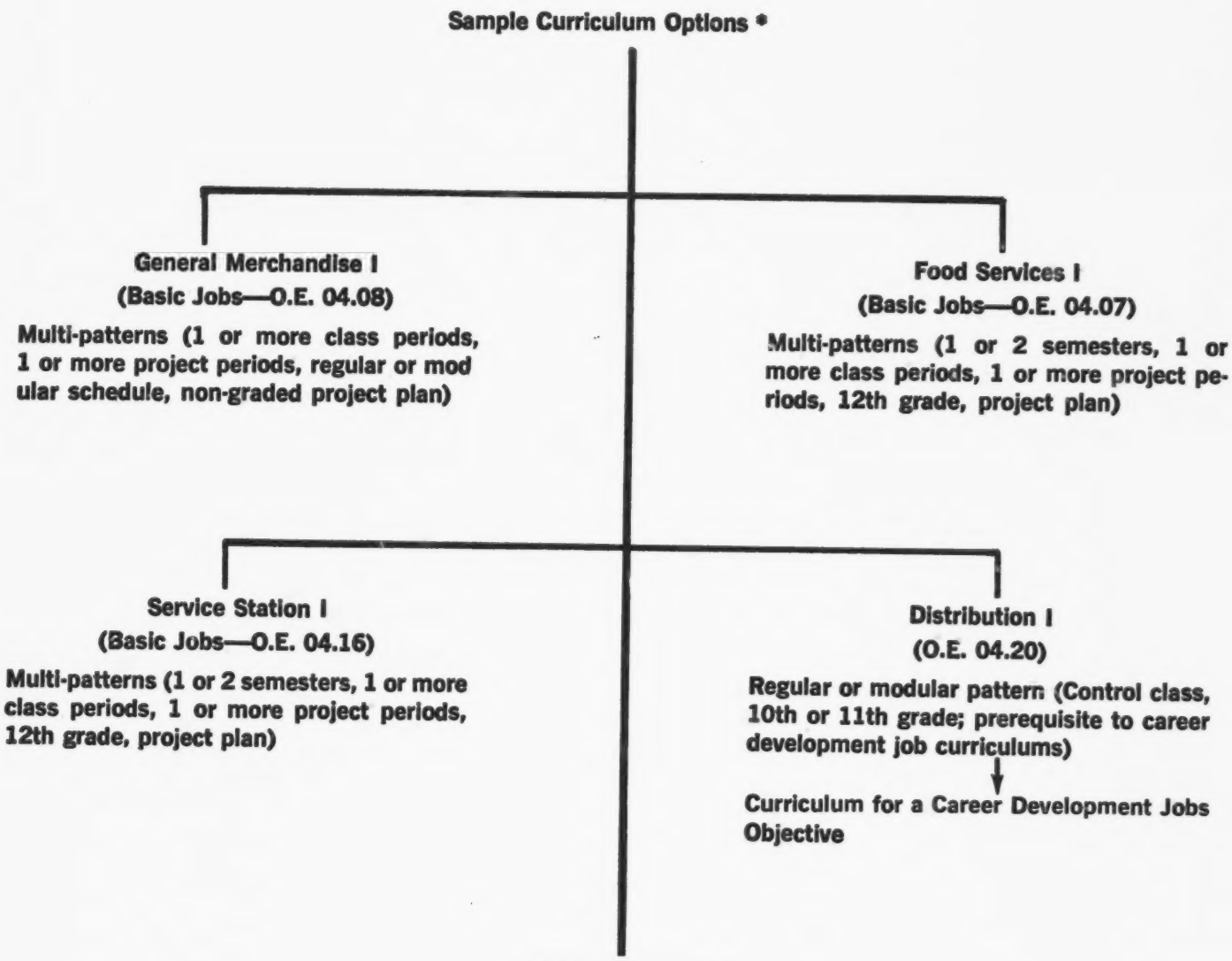
REGULAR CURRICULUM


General Merchandise Options *
General Merchandise I (Project)
(Basic Jobs—O.E. 04.08)
Pattern C1 (1 school year, 1 class period, 1 project period, non-graded)
General Merchandise II
(Career Development Jobs—O.E. 04.08)
Pattern A3/B3 (First Year, 1 class period, 11th grade, pre-coop/pre-project control class)
General Merchandise II (Cooperative)
(Career Development Jobs—O.E. 04.08)
Pattern A1 (First year, 1 class period, 2 cooperative periods, 11th grade)
General Merchandise III (Cooperative)
(Career Development Jobs—O.E. 04.08)
Pattern A1 (Second year, 1 class period, 2 cooperative periods, 12th grade)
General Merchandise II (Project)
(Career Development Jobs—O.E. 04.08)
Pattern B1 (First year, 1 class period, 1 project period, 11th grade)
General Merchandise III (Project)
(Career Development Jobs—O.E. 04.08)
Pattern B1/B3/B4 (Second year, 1 class period, 1 project period, 12th grade)
GENERAL MERCHANDISE II-III
(Cooperative)
(Career Development Jobs—O.E. 04.08)
Pattern A2 (1 school year, 2 class periods, 2 cooperative periods, 12th grade)

* Arrow with solid line indicates usual sequence. Students completing General Merchandise II must proceed to a section of General Merchandise III in the career development job sequence. Students completing basic job preparation may progress to the career development job curriculum.

FIGURE 12

YOUTH WITH SPECIAL NEEDS


Sample Curriculum Options *
General Merchandise I
(Basic Jobs—O.E. 04.08)
Multi-patterns (1 or more class periods, 1 or more project periods, regular or modular schedule, non-graded project plan)
Food Services I
(Basic Jobs—O.E. 04.07)
Multi-patterns (1 or 2 semesters, 1 or more class periods, 1 or more project periods, 12th grade, project plan)
Service Station I
(Basic Jobs—O.E. 04.16)
Multi-patterns (1 or 2 semesters, 1 or more class periods, 1 or more project periods, 12th grade, project plan)
Distribution I
(O.E. 04.20)
Regular or modular pattern (Control class, 10th or 11th grade; prerequisite to career development job curriculums)
Curriculum for a Career Development Jobs Objective
STOCKKEEPING I
(Basic Jobs—O.E. 04.08)
Multi-patterns (1 or 2 semesters, 1 or more class periods, 1 or more project periods, non-graded, project plan)

* Arrow with solid line indicates required sequence. Students completing basic jobs preparation may progress to a career development job curriculum in the high school or a postsecondary institution.

FIGURE 13

ORGANIZATIONAL OPTIONS FOR DIFFERENT OBJECTIVES

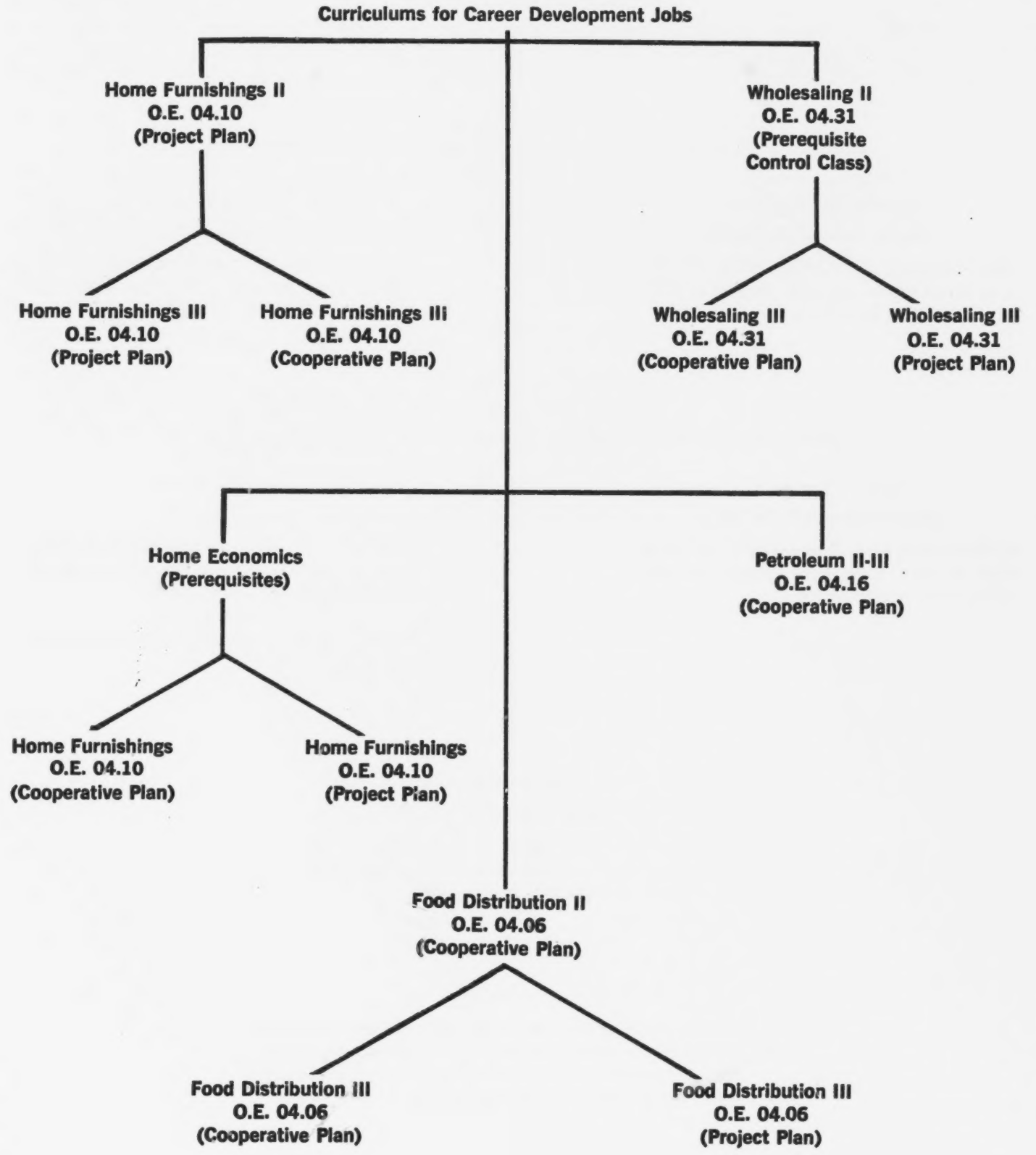
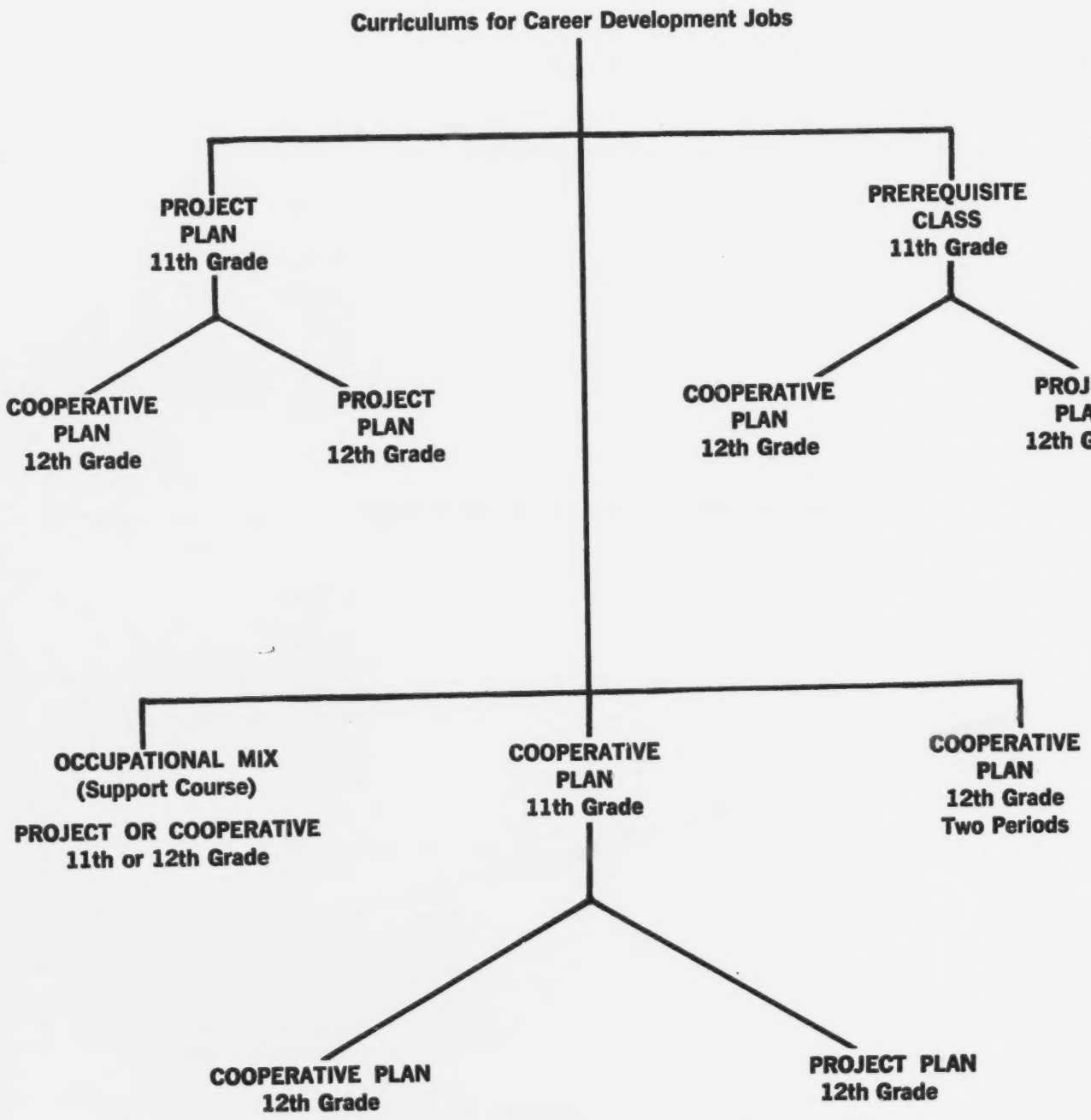


FIGURE 14

SUGGESTED ORGANIZATIONAL OPTIONS *


Curriculums for Career Development Jobs
PROJECT PLAN 11th Grade
COOPERATIVE PLAN 12th Grade
PROJECT PLAN 12th Grade
PREREQUISITE CLASS 11th Grade
COOPERATIVE PLAN 12th Grade
PROJECT PLAN 12th Grade
OCCUPATIONAL MIX (Support Course)
PROJECT OR COOPERATIVE 11th or 12th Grade
COOPERATIVE PLAN 11th Grade
COOPERATIVE PLAN 12th Grade Two Periods
COOPERATIVE PLAN 12th Grade
PROJECT PLAN 12th Grade

* More than one organizational pattern for preparatory instruction may be used simultaneously in one school for the same occupational classification. Likewise preparatory curriculums for one or more occupational classifications may be scheduled in the same high school.

FIGURE 15

SAMPLE STUDENT SCHEDULES

REGULAR CURRICULUMS
GENERAL MERCHANDISE OPTION

Basic Job—Pattern C1—10th Grade

Period	*Subject*
1	Mathematics
2	English
3	Study
4	Art
5	General Merchandise I
6	Project Training

Career Development Jobs—Pattern A3—11th Grade

Period	*Subject*
1	English
2	History
3	Physical Education
4	General Merchandise II
5	Study
6	Algebra

12th Grade

1	Government
2	English
3	General Merchandise III
4	Elective
5	Cooperative Training
6	Cooperative Training

Career Development Jobs—Pattern B2—12th Grade

	1st semester	*2nd semester*
Period	*Subject*	*Subject*
1	English	English
2	Government	Government
3	General Merchandise II	General Merchandise III
4	General Merchandise II	General Merchandise III
5	Project Training	Project Training
6	Project Training	Project Training

FIGURE 15

SAMPLE STUDENT SCHEDULES (Continued)

YOUTH WITH SPECIAL NEEDS

Basic Jobs—Service Station I—12th Grade

Period	*Subject*
1	Special English
2	Psychology
3	Service Station Operations
4	Service Station Sales
5	Project Training
6	Project Training

Basic Jobs—Food Service I—Non-Graded

	First Semester	*Second Semester*
Period	*Subject*	*Subject*
1	Home Economics (Foods)	Food Service Sales
2	Physical Fitness	Money Management
3	Table Service	Human Relations
4	Food Service Operations	Project Training
5	Economics of Work	Project Training
6	Project Training	Project Training

Prerequisite—Distribution I—10th Grade

	Second Semester
Period	*Subject*
1	English
2	Distribution I
3	Distribution I
4	Mathematics Review
5	Physical Fitness
6	Elective

Basic Jobs—General Merchandise I—Non-Graded

Period	*Subject*
1	Consumer Economics
2	Special English
3	Business Mathematics
4	General Merchandise I
5	General Merchandise I
6	Project Training

FIGURE 16

TEACHER-COORDINATOR SCHEDULES

REGULAR CURRICULUM:

Teacher A

Supervision and Coordination
General Merchandise I (Project)
General Merchandise II (Project)**
General Merchandise III (Project)**
Supervision and Coordination
Supervision and Coordination

Teacher B *

Supervision and Coordination (Cooperative)
General Merchandise II (Project)
General Merchandise II (Cooperative)
General Merchandise III (Cooperative)
Supervision and Coordination (Cooperative)
Supervision and Coordination (Project)

YOUTH WITH SPECIAL NEEDS CURRICULUM:

Teacher C (Inschool youth)

Distribution I
Service Station Operations
Service Station Sales
Supervision and Coordination (Project)
Supervision and Coordination (Project)
Supervision and Coordination (Project)

Teacher D (Out-of-school youth)

Food Service Operations
Table Service
Supervision and Coordination (Project)
Supervision and Coordination (Project)
Food Service Sales
Physical Fitness

REGULAR CURRICULUM:

Preparatory and Supplementary

Teacher E

Wholesaling II
Wholesaling III (Cooperative)
Supervision and Coordination (Cooperative)
Supervision and Coordination (Cooperative)
Supplementary Instruction (Adult)
Supplementary Instruction (Adult)

* Load is heavy. Would need a teacher-aide.
** General Merchandise II–III, Pattern B2, same students.

tional Education. Principles of organization should take into account (1) employment opportunity; (2) the interests, needs, and abilities of prospective students; (3) standards to assure soundness and quality of instruction; and (4) participation activities involving cooperative or project training. Standards to assure soundness and quality of instruction are concerned with (1) up-to-date instruction based on competencies needed to achieve students' occupational objectives; (2) the availability of adequate space, equipment, teaching materials, and library resources; (3) organization according to a cooperative plan or project plan; and (4) qualifications of program personnel. Cooperative and project plans provide for flexibility in organization, adapted to the type of school and school district in which preparatory instruction is to be offered. Preparatory curriculums set up for demonstration and study, such as those designed for students whose occupational objectives require competencies developed through other vocational programs, are encouraged. Students scheduling patterns are varied, depending upon the type of plan and specific curriculum for which students wish to enroll. Teacher-coordinator scheduling patterns also will differ, depending upon the capabilities of students, curriculum offerings, and administrative policies of the school district.

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(1) *Vocational Education Amendments of 1968,* Public Law 90-576, 90th Congress, H.R. 18366, 1968, Sec. 123. (a)(6)(A)

(2) *Ibid.,* Sec. 101.

(3) "Program Planning in Distributive Education" (unpublished report prepared by the National Association of State Supervisors of Distributive Education), p. 4.

(4) National Association of State Supervisors of Distributive Education, *op. cit.,* p. 3.

(5) JOHN A. BEAUMONT, *Program Organization,* a presentation at the National Clinic on Distributive Education, Washington, D. C., October 1963, p. 1.

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GLOSSARY

1. **Advancement Curriculums**—A series of short units or courses for employed adults, emphasizing the development of competencies which upgrade current employment qualifications or are necessary to qualify for a specific level of job opportunity; sometimes referred to as diploma programs or packaged courses for supplementary instruction.

2. **Areas of Instruction**—Classification of instructional areas in the preparatory curriculum identified with competencies needed in distributive employment: marketing, product or service technology, social skills, applied mathematics and English, and economic understandings.

3. **Basic Job Curriculums**—Instructional programs which prepare students for elementary or basic distributive occupations, involving minimal employment responsibility, and emphasize fundamental techniques in sales and sales-supporting services, simple marketing concepts, social competencies, and basic skills in computations and communications.

4. **Career Development Job Curriculums**—Instructional programs which prepare students for career-type positions, involving competencies and responsibilities necessary for self-direction, and emphasize the functions of marketing, merchandising, and management within the discipline of distribution.

5. **Club Activities**—Program of work of the Distributive Education Clubs of America which provides opportunities for members to demonstrate and to refine the competencies required in employment and in citizenship.

6. **Control Class**—An arrangement for group instruction in which enrollment is limited to students having an occupational objective appropriate to the purposes of instruction.

7. **Cooperative Method**—Coordination of classroom instruction with a series of on-the-job learning experiences related to each student's occupational objective.

8. **Cooperative Plan**—Organizational pattern for preparatory instruction which involves regularly scheduled part-time employment that gives students an opportunity for experience through supervised training on a job related to their distributive occupational objectives.

9. **Cooperative Training**—Learning experiences encountered in on-the-job instruction and application during regular part-time employment.

10. **Coordination**—The process of integrating into a harmonious relationship the administrative, organizational, and instructional activities of the distributive education program to the end that the student receives realistic preparation for entry employment and progression in the area of his career interest.

11. **DECA**—Distributive Education Clubs of America, a national youth organization providing a program of work which complements and enriches the instructional program for high school and post high school students enrolled in distributive education classes.

12. **Distribution**—The second step in a series of economic processes which bring goods and services from those who make them to those who use them; includes all the methods by which goods are sent from producers to consumers; may be used synonymously with marketing.

13. **Distributive Education**—A program of vocational instruction in marketing, merchandising, and related management, designed to meet the needs of persons who have entered or are preparing to enter a distributive occupation or an occupation in which a distributive function appears; includes preparatory and supplementary instruction.

14. **Distributive Functions**—Activities that direct the flow of goods and services, including their appropriate utilization, from the producer to the consumer or user; includes selling and such sales-supporting activities as buying, transporting, storing, promoting, financing, market research, and management.

15. **Distributive Occupation**—An occupation that is followed by proprietors, managers, or employees engaged primarily in marketing or merchandising of goods or services; found in such areas of economic activity as retail and wholesale trade, finance, insurance, real estate, services and service trades, manufacturing, transportation, utilities, and communications.

16. **Marketing**—The performance of business activities directed toward and incident to the flow of goods and services from producer to consumer or user; may be used synonymously with distribution.

17. **Nongraded Class**—A class available to eligible students regardless of their grade level.

18. **Occupational Experience**—Activities performed by trainees during employment arranged as part of the project laboratory learning experiences.

19. **Occupational Mix**—The combination of occupational competencies representative of two or more traditional vocational services.

20. **Occupational Objective**—A specific recognized occupation or cluster of closely related occupations in distribution, selected by the student, the attainment of which is the purpose for his vocational instruction

in distribution and marketing.

21. **Preparatory Instruction**—Preemployment instruction generally provided on a full-time basis to prepare youth or adults to enter and advance or retrain for distributive employment; may be organized under the cooperative or project plans.

22. **Project**—Any individually designed realistic learning activity, which may include short-term employment, that has a behavioral objective related to an individual's distributive occupational goal and is to be accomplished in a specified length of time; an independent activity completed in a laboratory environment. These activities may be simulated in the school and performed in the community or in employment.

23. **Project Method**—Coordination of classroom instruction with a series of individually designed learning activities or projects related to each student's occupational objective.

24. **Project Plan**—Organizational pattern of instruction which involves a regularly scheduled series of individually designed realistic learning activities that give students an opportunity to apply theory in practice while developing competencies related to their distributive occupational objectives.

25. **Project Training**—Learning experiences encountered in the project laboratory environments and applicable to individual occupational goals.

26. **Specialist Job Curriculums**—Instructional programs which prepare students for distributive specializations in functions, product areas, or service fields involving leadership competencies and management responsibilities in relation to personnel, finance, and merchandise or service.

27. **Supplementary Instruction**—Vocational instruction in distribution and marketing generally provided in day or evening classes on a part-time basis for employed adults wishing to refresh, update, or upgrade competencies needed in their employment or for advancement in responsibility; includes updating courses and advancement curriculums.

28. **Teacher-Coordinator**—A member of the local school staff who teaches distributive and related subject matter to students preparing for employment and coordinates classroom instruction with on-the-job training or individually designed learning activities; may be responsible for administering the total distributive education program, including sponsorship of the local chapter of DECA.

29. **Updating Courses**—Supplementary instruction emphasizing current practices in the employment situation of adults; courses may be part of an advancement curriculum but usually are more limited in purpose; units of instruction are of a length appropriate to part-time study.

30. **Vocational Training Facilities**—Instructional and auxiliary rooms and space in which approved programs of distributive education may be offered; may include but is not limited to adult education centers, store-front classrooms, business and association training rooms, or mobile units.

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